

District and School



ACCESS[®] for ELLs

Form 202 Test Administration Manual

About this Document

This ACCESS for ELLs[®] *District and School Test Administration Manual* applies to all ACCESS for ELLs[®] test forms for grades 1–12. An accompanying document, the *Test Administration Manual for Kindergarten*, outlines the procedures for administering the Kindergarten ACCESS for ELLs[®], which is an individually administered, adaptive test. Please read in its entirety the appropriate manual for the grade level you will be testing before planning test administration or administering any section of the test.

You may write in this document. This original *Test Administration Manual* is part of the secure ACCESS for ELLs[®] materials for grades 1-12 and should be returned to the testing coordinator along with all other test materials upon completion of testing. Any duplicate copies of the *Test Administration Manual* do NOT need to be returned after testing.

The ACCESS for ELLs[®] *District and School Test Administration Manual* was prepared by WIDA, MetriTech, Inc., and the Center for Applied Linguistics.

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Section 1: Test Overview

ACCESS for ELLs stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*. It is a large-scale test of English language proficiency based on the WIDA English Language Proficiency Standards that form the core of the WIDA Consortium's approach to instructing and assessing English language learners in grades K-12. The ACCESS for ELLs test is a product of a collaborative effort by the multistate WIDA Consortium.

The ACCESS for ELLs test assesses students' English language proficiency in five areas: Social and Instructional Language (SIL), which incorporates proficiencies needed to deal with the general language of the classroom and the school; the language of English Language Arts (LoLA), the language of Mathematics (LoMA), the language of Science (LoSC), and the language of Social Studies (LoSS). It is a secure assessment given annually during a specific test window determined by each state. As such, ACCESS for ELLs is used to satisfy state and federal requirements for the annual assessment of the English language proficiency of English language learners.

Test forms are designed for English language learners in grades K-12. The test forms are divided into five grade-level clusters: Kindergarten, 1–2, 3–5, 6–8, and 9–12. The information in this manual pertains to the assessments for grades 1-12. Kindergarten test administration procedures are detailed in the *ACCESS for ELLs Test Administration Manual for Kindergarten*.

For each grade level, there is a test in each of the four language domains: Listening, Speaking, Reading, and Writing. The Listening Test and the Reading Test consist of multiple-choice questions. The Writing Test and the Speaking Test are made up of performance tasks scored according to specific rubrics. The Listening, Reading, and Writing Tests can be group-administered and are centrally scored. The Speaking Test is an individually administered, adaptive test that is scored by the test administrator.

The WIDA framework recognizes the continuum of language development within each domain with five proficiency levels assessed on ACCESS for ELLs. The five proficiency levels overlap on three tiers of test forms—designated A, B, and C—for each grade level, as depicted in Figure 1.

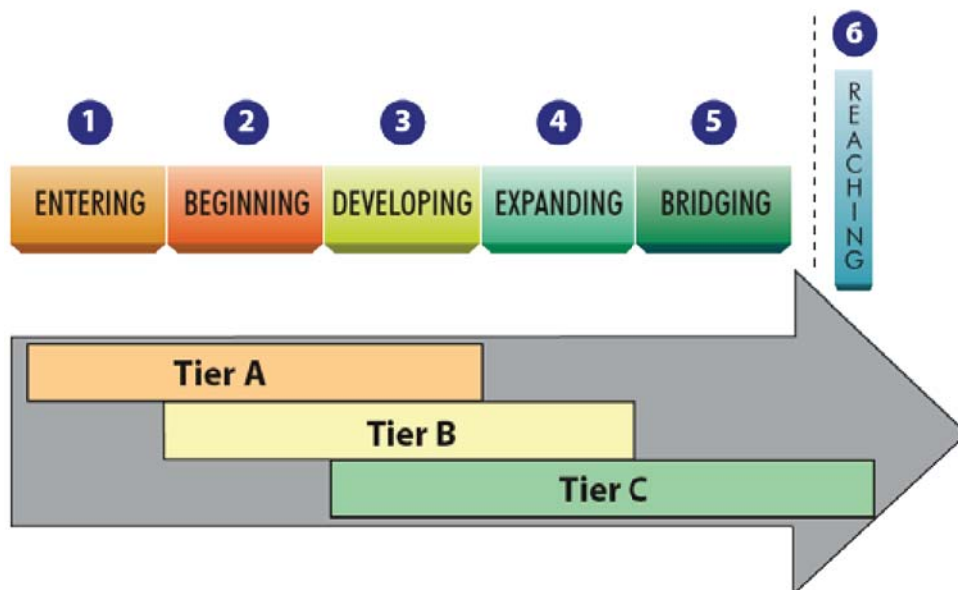


Figure 1: WIDA's proficiency levels as they correspond to the three tiered test forms.

At the heart of the WIDA Consortium's framework for the instruction and assessment of English language learners lie the English Language Proficiency Standards for PreKindergarten through Grade 12. Within these standards are six language proficiency levels. According to the WIDA English Language Proficiency Standards and Resource Guide (2007 Edition), these levels "outline the progression of language development in the acquisition of English as an additional language" (p. RG-12). The levels, in order from lowest to highest, are labeled as follows:

Level 1: Entering	Level 4: Expanding
Level 2: Beginning	Level 5: Bridging
Level 3: Developing	Level 6: Reaching

The language proficiency levels delineate expected performance and describe what English language learners can reasonably be expected to do within each domain of the standards. Level 6 is reserved for those students for whom assessments have shown that the English language is no longer a barrier to accessing academic content appropriate to their grade level.

Performance Definitions describe the six levels within the WIDA ELP Standards. These definitions provide a global overview of the language acquisition process. They serve as a summary and synthesis of the model performance indicators (MPIs) for each language proficiency level. These definitions were formed using three criteria or descriptors. They are based on ELL students' increasing comprehension and productions in the areas of:

- (1) **Linguistic complexity—the amount and quality of speech or writing for a given situation;**
- (2) **Vocabulary usage—the specificity of words or phrases for a given context; and**
- (3) **Language control—the comprehensibility of the communication based on the amount and type of errors.**

The Performance Definitions, which include these three criteria for each level, are described in Figure 2.

At any given level of English Language Proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> • specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Figure 2: Performance Definitions of the WIDA ELP Standards

Section 2: Test Material Handling

District Assessment Coordinator Instructions

This is a state-mandated test and must be administered during the test window your state has determined.

A testing schedule with procedures and deadlines is provided in your district bag (goldenrod sheet in the District and School Test Administration Manual).

The District Assessment Coordinator is the main contact with MetriTech, Inc.

Responsibilities of the District Assessment Coordinator:

- Ensure that all procedures and deadlines are met.
- Assign appropriate staff to coordinate test administration at the school and classroom level.
- Ensure that all personnel assigned to testing are adequately trained in test administration and security procedures.
- Coordinate the distribution of test materials to schools.
- Coordinate test administration among all the schools within a district.
- Be available to answer questions from school assessment coordinators at your school(s).
- **Consolidate** additional materials requests from schools and place an order. **Requests for additional materials may be made up to two weeks before the test window closes.**
- Ensure that school assessment coordinators return test materials to you immediately after test administration.
- Account for all materials that are distributed and returned.
- Return all test materials to MetriTech, Inc.

Security

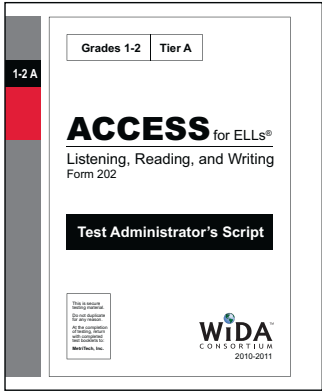
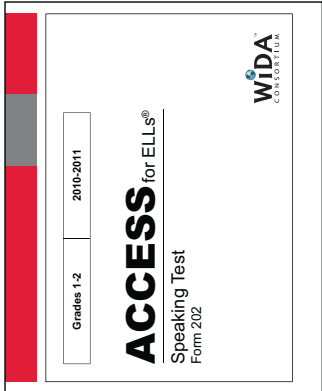
- Contents are **secure** and must be treated as secure test materials.
- Place all secure materials in locked storage.
- Do not leave materials unattended before or after testing.
- Do not duplicate any test materials.
- Do not share specific test information with students prior to or after testing.
- Any breaches of test security or problems with test administration may result in the invalidation of student scores.

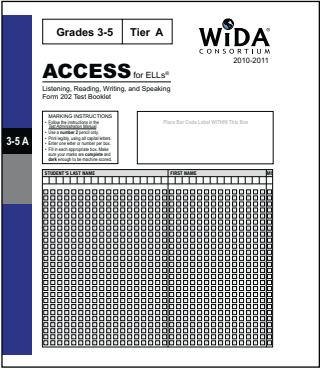
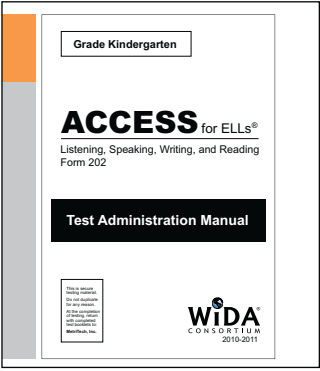

Receipt of Materials

- It is imperative that the District Assessment Coordinator inventory the test materials received and report any discrepancies to MetriTech, Inc.
- Box 1 contains necessary paperwork for the district and schools.
- If your district has 10 or more schools participating, test materials will be packed per school. Each box will have a label identifying which school's test materials are in the box. Each box contains paperwork associated with that school.

Test Materials Information

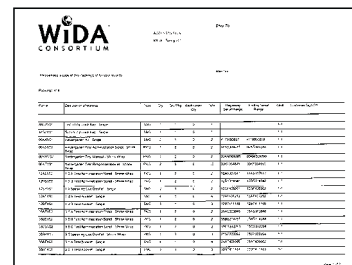
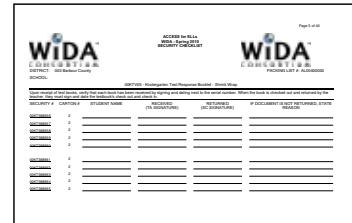
Contents of Box/Boxes (save box/boxes for return shipment)

Content	Can Be Copied	Picture
White Envelope 9x12 (containing paperwork) <ul style="list-style-type: none"> • Packing List (may be loose on top of box) • Security Check List (may be loose on top of box) 	YES	
Plastic Bags (containing paperwork)	YES	
Test Administrator's Script <ul style="list-style-type: none"> • 1 for every 8 students at each grade/tier • 1 for every 15 kindergarten students 	NO	
Speaking Flip Charts <ul style="list-style-type: none"> • 1 for every 8 students at each grade/tier 	NO	

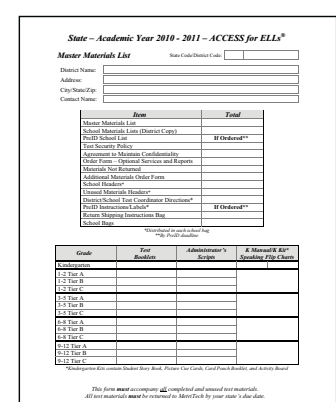
Content	Can Be Copied	Picture
Form 202 Test Book	NO	
Test Administration Manual (K only) • 1 for every 15 kindergarten students	NO	
Kindergarten Ancillary Kit • 1 for every 15 kindergarten students • Plastic bag containing activity board, picture cue cards, card pouch, storybook, and inventory checklist	NO	

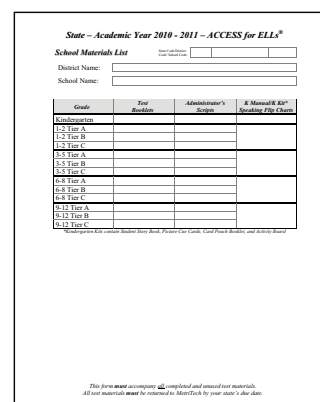
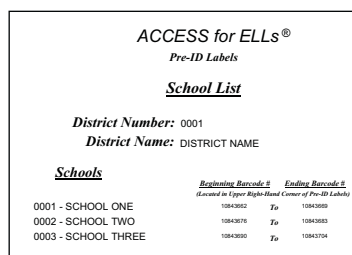
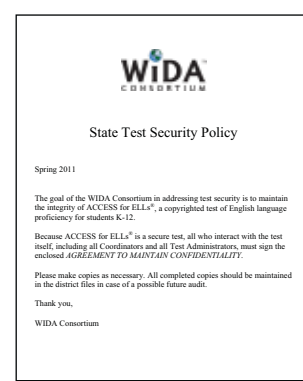
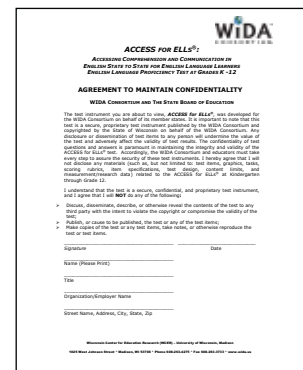
White Envelope Contents (the Packing List and Security Checklist may be loose in the top of Box 1)

Use these forms to inventory the test materials when you receive them. Make sure that the serial numbers on the Packing List match the serial numbers on the test materials. You may make copies of these forms. These forms do not need to be returned to MetriTech, Inc. Keep them for your records. If test materials are packed by school, each school will have a Packing List and Security Checklist.

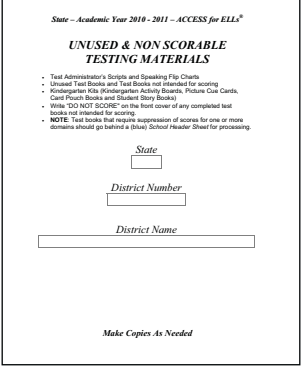
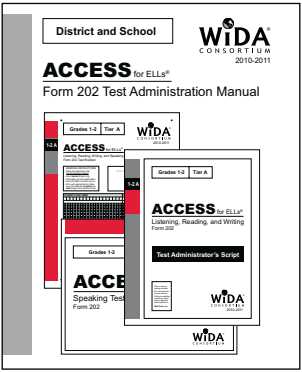
Content	Picture
Packing List <ul style="list-style-type: none"> Summary of the materials and quantities shipped to the district or school Range of serial numbers for each test item 	
Security Checklist <ul style="list-style-type: none"> A list of every serial number assigned to the district or school A place to write the name of the test administrator who received and returned the test materials 	

District Plastic Bag Contents (You may make copies of any of the forms in this bag.)

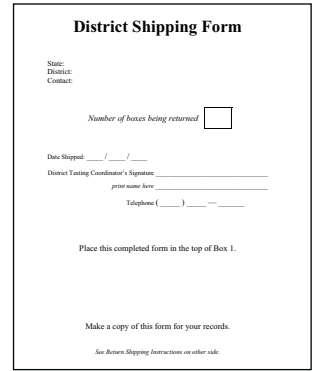
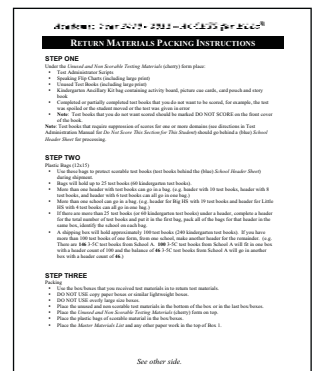
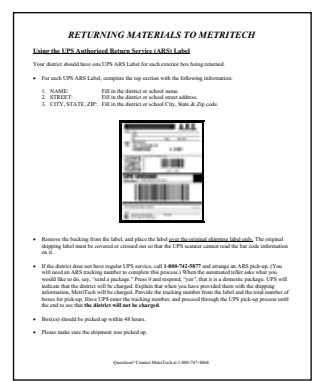
Content	Picture
Master Materials List (white) <ul style="list-style-type: none"> List of items in this bag and the school bags Total of all test materials ordered for the district 	

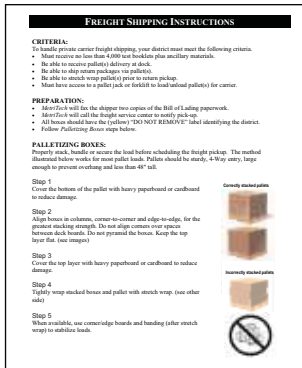
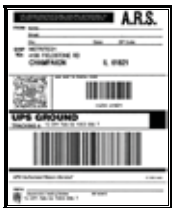
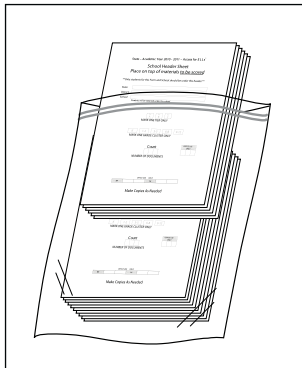
Content	Picture
<p>School Materials List (white)</p> <ul style="list-style-type: none"> • One for each school • Total of all test materials ordered for the school 	
<p>School List for Pre-ID Labels (lilac)</p> <ul style="list-style-type: none"> • List of all schools for which Pre-ID labels were ordered • Not included if Pre-ID labels were not ordered 	
<p>Test Security Policy (tan)</p> <ul style="list-style-type: none"> • Explains the test security policy for your state 	
<p>Agreement to Maintain Confidentiality (white)</p> <ul style="list-style-type: none"> • Explains the test security rules that must be followed by the test administration personnel • Includes places for test administration personnel to certify they have read the rules and agree to abide by them • Does not need to be returned with test materials 	

Content	Picture
<p>Order Form—Optional Services and Reports (pink)</p> <ul style="list-style-type: none"> Use this form to order additional copies of reports, Student Report Labels, or CDs. The form may be returned with test materials, sent separately, or faxed. 	
<p>Documentation of Materials Not Returned (green)</p> <ul style="list-style-type: none"> Use this form to indicate the serial numbers of test materials not being returned and the reason why. Use this form to indicate the serial numbers of any test materials you did not receive. 	
<p>Additional Materials Order Form (white)</p> <ul style="list-style-type: none"> Use this form to request additional materials once all your schools have identified the test materials they will need in addition to the test materials they have already received. Ordering from MetriTech, Inc. may be done by phone at (800) 747-4868, by fax at (217) 398-5798, or by e-mail at wida@metritech.com. 	
<p>School Header Sheet (blue)</p> <ul style="list-style-type: none"> Use this when returning test books that require scoring. Each grade cluster and tier should have its own header (e.g., all 1–2A tests from one school). Only one school should be listed on each header. 	

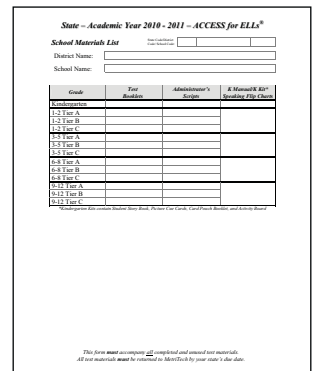
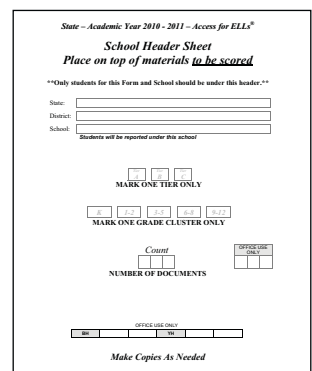
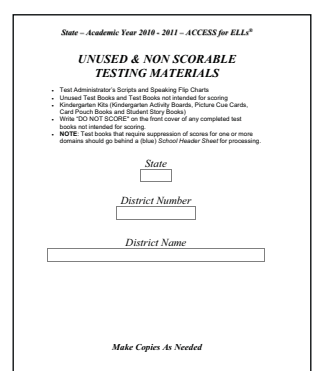

Content	Picture
<p>Unused and Non-Scorable Test Materials (cherry)</p> <p>Use this form to return</p> <ul style="list-style-type: none"> • Test Administrator Scripts/Manuals • Speaking flip charts (including large print) • Unused test books (including large print) • Kindergarten Ancillary Kit bag containing activity board, picture cue cards, card pouch, and story book • Completed or partially completed test books that you do not want to be scored; for example, the test was spoiled, the student moved or the test was given in error 	
<p>District and School Test Administration Manual (yellow)</p> <ul style="list-style-type: none"> • Includes a separate piece of paper (goldenrod) with the testing schedule and special instructions for your state 	

Return Shipping Instruction Plastic Bag (You may make copies of any of these forms except the ARS labels.)

Content	Picture
<p>Return Shipping Instructions/District Shipping Form (bright blue)</p> <ul style="list-style-type: none"> This form will go at the top of Box 1 of your return shipment. This form confirms the number of boxes returned to MetriTech, Inc. 	 <p>The image shows a 'District Shipping Form' with fields for State, District, and Contact. It includes a section for 'Number of boxes being returned' with a box for the number. There are lines for 'Date Shipped', 'District Testing Coordinator's Signature', 'print name here', and 'Telephone'. A note at the bottom says 'Place this completed form in the top of Box 1.' and 'Make a copy of this form for your records.' and 'See Return Shipping Instructions on other side.'</p>
<p>Return Materials Packing Instructions (bright orange)</p> <ul style="list-style-type: none"> How to pack up your test materials for return shipment 	 <p>The image shows 'RETURN MATERIALS PACKING INSTRUCTIONS' with 'STEP ONE' and 'STEP TWO'. It provides detailed instructions on how to pack test materials, including how to handle test books, answer sheets, and how to use bubble wrap for protection. It also mentions 'STEP THREE' for packing the materials into boxes.</p>
<p>Returning Materials to MetriTech (bright green)</p> <ul style="list-style-type: none"> How to label box/boxes for return shipment How to contact UPS for pickup 	 <p>The image shows 'RETURNING MATERIALS TO METRITECH' with instructions on how to label boxes and contact UPS for pickup. It includes a section for 'Using the UPS Authorized Return Service (ARS) Label' and a list of steps to follow. It also mentions 'Return to MetriTech' and 'Contact MetriTech at 1-800-767-0888'.</p>

Content	Picture
<p>Freight Shipping Instructions (bright yellow)</p> <ul style="list-style-type: none"> • How to pack boxes on a pallet for freight shipment • Only included if district is using this service • Must meet certain criteria • Must be prearranged through MetriTech, Inc. 	 <p>The image shows a document titled "FREIGHT SHIPPING INSTRUCTIONS". It contains sections for "CRITERIA", "PREPARATION", and "PALLETIZING BOXES". The "PALLETIZING BOXES" section includes five steps: Step 1 (Cover the bottom of the pallet with heavy paperboard or cardboard to reduce damage), Step 2 (Align boxes in columns, corner-to-corner and edge-to-edge, for the greatest stacking strength. Do not allow corner-to-corner between deck boards. Do not ground the boxes. Keep the top layer flat, one layer!), Step 3 (Cover the top layer with heavy paperboard or cardboard to reduce damage), Step 4 (Tightly wrap stacked boxes and pallet with stretch wrap, four outer sides), and Step 5 (When available, use cornerbrace boards and banding (either stretch wrap) to stabilize loads). To the right of the text are three small diagrams illustrating the correct stacking of boxes on a pallet, labeled "Correctly stacked pallet", "Incorrectly stacked pallet", and a "No" symbol indicating an incorrect method.</p>
<p>ARS shipping labels</p> <ul style="list-style-type: none"> • Approximately 1 for each box received • DO NOT COPY 	 <p>The image shows a shipping label from A.R.S. (American Reading Service). It includes a barcode, the text "LIFE GUARANTY", and other shipping information.</p>
<p>Plastic Bags (12x15)</p> <ul style="list-style-type: none"> • Use these bags to protect scorable test books during shipment. • Use these bags to return scorable test books; place test books behind the (blue) School Header Sheet. • The bags will hold up to 25 test books (60 kindergarten test books). 	 <p>The image shows a diagram of a plastic bag used for shipping test books. The bag is shown with a stack of books inside, and a "School Header Sheet" is placed behind them. The bag has a "Seal" and a "Label" area.</p>

School Plastic Bag Contents (You may make copies of any of these forms except the Pre-ID labels.)

Content	Picture
<p>School Materials List (white)</p> <ul style="list-style-type: none"> Total of all materials ordered for the school 	
<p>School Header Sheet (blue)</p> <ul style="list-style-type: none"> Use this when returning test books that require scoring. Each grade cluster and tier should have its own header (e.g., all 1–2A tests from one school). Only one school should be listed on each header. 	
<p>Unused and Non-Scorable Test Materials (cherry)</p> <p>Use this form to return</p> <ul style="list-style-type: none"> Test Administrator Scripts/Manuals Speaking flip charts (including large print) Unused test books (including large print) Kindergarten Ancillary Kit containing activity board, picture cue cards, card pouch, and story book Completed or partially completed test books that you do not want to be scored; for example, the test was spoiled, the student moved, or the test was given in error 	
<p>Pre-ID Labels (if ordered)</p> <ul style="list-style-type: none"> Labels are produced from a file provided by the district or state that contains demographic information about each student. Labels should be carefully checked for accuracy before placing them on test books. 	
<p>District and School Test Administration Manual (yellow)</p>	

Prior to the Testing Period

- Maintain test security prior to and during testing. Remind all personnel involved with testing to do the same. **All of the test materials must be kept secure and confidential.** The personnel involved with testing are responsible for ensuring that **no test materials are duplicated** and that **no specific test information is shared with students prior to or after testing.**

Distribution of Materials

- All materials are shipped by MetriTech, Inc., to the District Assessment Coordinator
- In preparation for distribution of materials, the District Assessment Coordinator should prepare a list of the following for each school:
 - Grades to be tested in each school
 - Amount of test materials required in each school (include the *Security Checklist*)
 - Testing schedule for each school
- The District Assessment Coordinator should conduct a test briefing with school assessment coordinators and test administrators to go over all aspects of the ACCESS for ELLs (i.e., materials, policies, and procedures). At this time, remind school assessment coordinators and test administrators of the importance of verifying the accuracy of
 - student Pre-ID labels before placing them on the test books;
 - signing out and signing in each secure book on the *Security Check List*;
 - information on the *School Header Sheet*:
 - o **Note:** It is the responsibility of the testing district to supply the correct District Code number/School Code number to the persons who will be responsible for verifying this information on the Pre-ID label or recording this information in the demographic section of each test book. MetriTech, Inc. is not responsible for reports sent to the incorrect district or school due to inaccurate information supplied on the Header Sheets or test books.
 - The District Assessment Coordinator must account for all materials that are distributed and returned.
- Deliver the test materials and School Plastic Bag containing necessary paperwork to the school assessment coordinator(s).
- Save packing cartons for return shipments.

Large Print Materials

- If your district orders large print materials, they will be delivered to the district in a separate package identifying the contents as large print. Each large print book has a unique serial number and is assigned to your district. **Administrators must ensure student responses have been transcribed to a standard test book before returning materials.** Large print books must be returned with materials at the close of the test window.

Additional Materials

- Use the Additional Materials Order Form to request additional materials once all of your schools have identified the test materials they will need in addition to the test materials they have already received. **Requests for additional materials can be made up to two weeks before the test window closes.**
- Ordering from MetriTech, Inc. may be done by phone at (800) 747-4868, by fax at (217) 398-5798, or by e-mail at wida@metritech.com. **Again, please order all additional materials required for your district at the same time.**

After Testing Is Completed

The District Assessment Coordinator will set up a schedule and collect all test materials from the school assessment coordinators.

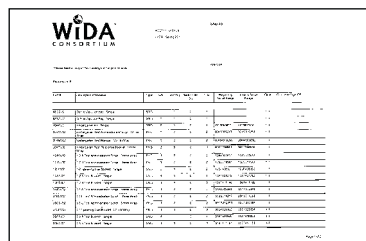
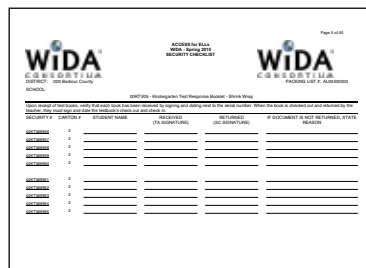
All used and unused test materials must be shipped to MetriTech, Inc. in ONE complete shipment by the deadline indicated on the State Testing Schedule (goldenrod sheet in District and School Test Administration Manual).

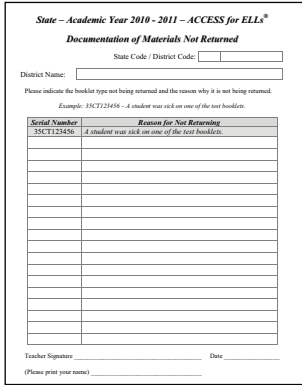
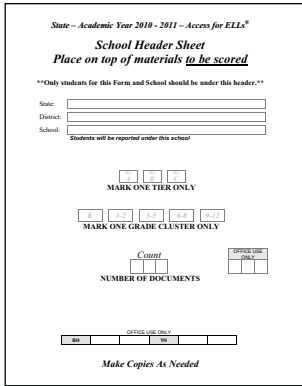
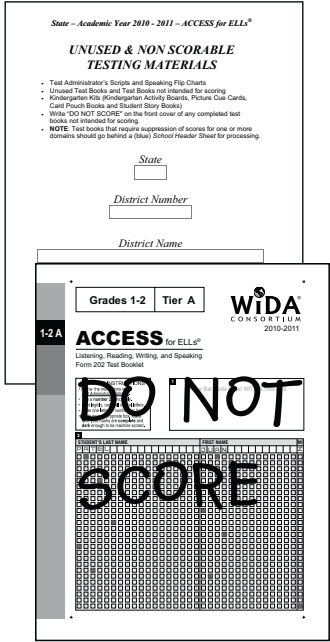
Check the test books for the following:

- Staples, paper clips, Post-it notes and scratch paper: remove all.
- Writing on a separate piece of paper – remove the paper and transcribe the writing into the test book in the appropriate writing box.

Preparing Documents for Return

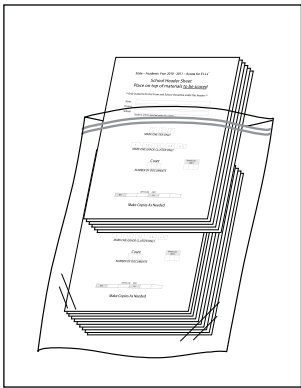
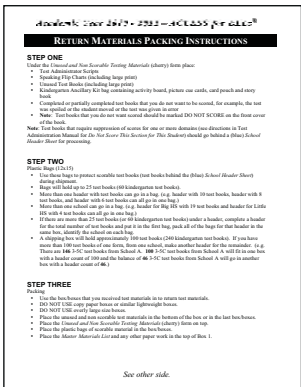
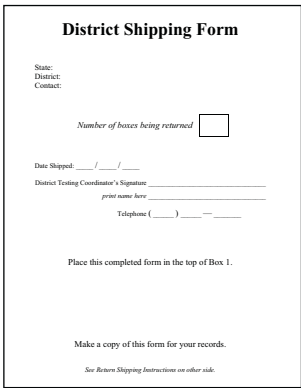
Use these forms to prepare test materials for shipment of all materials to MetriTech, Inc. as soon as possible after testing is complete. You may make copies of any of these forms.

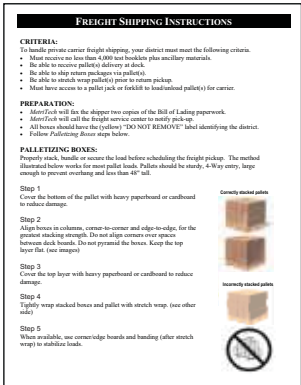
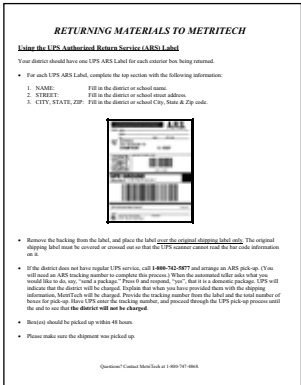
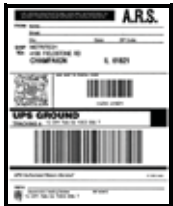
Content	Page
<p>Packing List</p> <ul style="list-style-type: none"> • Use this form to verify that all materials have been returned to you by the schools. • Keep this form for your records. 	
<p>Security Checklist</p> <ul style="list-style-type: none"> • Use this form to verify that all serial numbers assigned to the school have been returned by the school. • Keep this form for your records. 	

Content	Page
<p>Documentation of Materials Not Returned (green)</p> <ul style="list-style-type: none"> Use this form to indicate the serial number of any test materials not returned by the school and the reason why. Use this form to indicate the serial number of any test materials you did not receive in your original shipment. 	
<p>School Header Sheet (blue)</p> <ul style="list-style-type: none"> Use this form to return test books that require scoring. Use this form to return test books that require suppression of scores for one or more domains (see p. 29 Do Not Score This Section for This Student). <p>Verify that the following are accurate on this form:</p> <ul style="list-style-type: none"> Only one grade cluster and tier are under a header (e.g., 1–2A is marked on the header, and all the test books under this header are 1–2A). Only one school's name is on the header (e.g., "Big HS" is on the header, and all of the test books under the header belong to "Big HS"). The unique District Number Code and School Number Code are correct on this form. The count is correct on the header (e.g., the count says 32 and there are 32 books behind the header). <p>Note: A shipping box will hold approximately 100 test books. If you have more than 100 test books, make another header for the remainder. (e.g., there are 146 3–5C test books from "Sample ES". 100 3–5C test books from "Sample ES" will fit in one box with a header count of 100, and the balance of 46 3–5C test books from "Sample ES" will fit in another box with a header count of 46.)</p>	
<p>Unused and Non-Scorable Test Materials (cherry)</p> <p>Use this form to return</p> <ul style="list-style-type: none"> Test Administrator Scripts Speaking flip charts (including large print) Unused test books (including large print) Kindergarten Ancillary Kit bag containing activity board, picture cue cards, card pouch, and story book Completed or partially completed test books that you do not want to be scored; for example, the test was spoiled, the student moved, or the test was given in error <p>Note: Test books that you do not want scored should be marked DO NOT SCORE on the front cover of the book.</p> <p>Note: Test books that require suppression of scores for one or more domains (see p.29 Do Not Score This Section for This Student) should go behind a School Header Sheet (blue) for processing.</p>	

Bagging and Boxing Materials

Once you have verified that all the test materials have been returned to you and that the headers are correct, you will need to complete the forms from the Return Shipping Instruction Plastic Bag.

Content	Page
<p>Plastic Bags (12x15)</p> <ul style="list-style-type: none"> Use these bags to protect scorable test books during shipping. Use these bags to return scorable test books; place test books behind the School Header Sheet (blue). The bags will hold up to 25 test books (60 kindergarten test books). More than one header with test books can go in a bag. (e.g., header with 10 test books, header with 8 test books, and header with 6 test books can all go in one bag). More than one school's materials can go in a bag (e.g., header for "Big HS" with 19 test books and header for "Little HS" with 4 test books can all go in one bag). If there are more than 25 test books (or 60 kindergarten test books) under a header, complete a header for the total number of test books and put it in the first bag, pack all of the bags for that header in the same box, and identify the school on each bag. <p>Note: A shipping box will hold approximately 100 test books. If you have more than 100 test books, make another header for the remainder. (e.g., there are 146 3–5C test books from "Sample ES." Only 100 3–5C test books from "Sample ES" will fit in one box with a header count of 100, and the balance of 46 3–5C test books from "Sample ES" will fit in another box with a header count of 46.)</p>	
<p>Return Materials Packing Instructions (bright orange)</p> <ul style="list-style-type: none"> Use the box/boxes that you received test materials in to return test materials. DO NOT USE copier paper boxes or similar lightweight boxes. DO NOT USE overly large boxes. Place the unused and non-scorable test materials in the bottom of the box or in the last box/boxes. Place the Unused and Non-Scorable Test Materials (cherry) header on top Place the plastic bags of scorable material in the box/boxes. Place the Master Materials List and any other paper work at the top of Box 1. 	
<p>Return Shipping Instructions/District Shipping Form (bright blue)</p> <ul style="list-style-type: none"> Complete the District Shipping Form with the number of boxes being returned, date shipped, signature of District Assessment Coordinator, and telephone number. Place at the top of Box 1. If box is not full, fill empty spaces with enough packing material to prevent crushing during shipping. Use packing tape on the top and bottom of the box to seal box securely and prevent it from opening during shipping. 	

Content	Page
<p>Freight Shipping Instructions (bright yellow)</p> <ul style="list-style-type: none"> How to pack a pallet for freight shipping Only needed if district is using this service Must meet certain criteria Must be prearranged through MetriTech, Inc. 	 <p>The document titled "FREIGHT SHIPPING INSTRUCTIONS" provides criteria, preparation steps, and palletizing box instructions for freight shipping. It includes diagrams showing correct and incorrect pallet stacking methods.</p>
<p>Returning Materials to MetriTech, Inc. (bright green)</p> <ul style="list-style-type: none"> Instructions for filling out and affixing the ARS shipping label to the box How to arrange a UPS pickup 	 <p>The document titled "RETURNING MATERIALS TO METRITECH" explains how to use the UPS Authorized Return Service (ARS) Label. It includes a list of required information and a diagram of the ARS label.</p>
<p>ARS shipping labels</p> <ul style="list-style-type: none"> Complete the top section of the label as instructed on the Returning Materials to MetriTech (bright green) form. Affix the label to the box on top of the original shipping label. 	 <p>The image shows a sample of an ARS shipping label, which is a UPS Ground label with a designated section for return information.</p>

School Assessment Coordinator Instructions

This is a state-mandated test and must be administered during the test window your state has determined.

A testing schedule with procedures and deadlines is provided in your school bag (goldenrod sheet in the District and School Test Administration Manual).

Responsibilities of the School Assessment Coordinator:

- Read this entire document so that you are aware of all procedures and deadlines.
- Follow all directions carefully to ensure accurate reporting of data.
- Inventory test materials immediately upon receipt
- Request any additional materials needed for testing from the District Assessment Coordinator.
- Coordinate the distribution and return of all test materials.
- Coordinate the administration of the ACCESS for ELLs in your school.
- Emphasize to test administrators that **students must use number 2 pencils**. Imaging equipment used to scan test books will not read anything but number 2 pencil marks. **Pens, highlighters, crayons, etc. are NOT permitted.**
- Provide District Code number and School Code number to test administrators.
- Instruct test administrators about the following security policy.

Security¹

- Contents are **secure** and must be treated as secure test materials.
- Place all secure materials in locked storage.
- Do not leave materials unattended before or after testing.
- Do not duplicate any test materials.
- Do not share specific test information with students prior to or after testing.
- Any breaches of test security or problems with test administration may result in the invalidation of student scores.

¹**ILLINOIS DISTRICTS:** Your state has elected to seal the test books. They must remain sealed until test administration.

Receipt of Materials

You should receive the following materials from your District Assessment Coordinator.

Content
<p>Security Checklist</p> <ul style="list-style-type: none"> • Use this to inventory the test materials immediately upon receipt. • If there is any discrepancy or if additional materials are needed, notify the District Assessment Coordinator at once. • Sign out the serial bar code test materials to the test administrators. • Record the serial bar code test book assigned to each student.
<p>School Plastic Bag (contains the following paperwork)</p> <ul style="list-style-type: none"> • School Materials List (white) <ul style="list-style-type: none"> • Total of all materials ordered for your school • School Header Sheet (blue) <ul style="list-style-type: none"> • Use this when returning scorable test materials. • Make sure the district name and number AND your school name and number are correct. • Unused and Non-Scorable Test Materials (cherry) <p>Use this form to return</p> <ul style="list-style-type: none"> • Test Administrator Scripts/Manuals • Speaking flip charts (including large print) • Unused test books (including large print) • Kindergarten Ancillary Kit bag • Completed or partially completed test books that you do not want to be score; for example, the test was spoiled, the student moved, or the test was given in error • Pre-ID labels and application instructions (if ordered) • District and School Test Administration Manual <ul style="list-style-type: none"> • Includes a separate piece of paper (goldenrod) with the testing schedule and special instructions for your state
<p>Test Materials (DO NOT COPY)</p> <ul style="list-style-type: none"> • Test Administrator's Script <ul style="list-style-type: none"> • 1 for every 8 students at each grade/tier • 1 for every 15 kindergarten students • Speaking Flip Chart <ul style="list-style-type: none"> • 1 for every 8 students at each grade/tier • Form 202 Test Book <ul style="list-style-type: none"> • Designate a staff person to affix the Pre-ID labels to the test books. • If there is no Pre-ID label for the student, then the demographic information on the front and back cover of the test book must be bubbled in by a staff member, not by a student. • Test Administration Manual (K only) <ul style="list-style-type: none"> • 1 for every 15 kindergarten students • Kindergarten Ancillary Kit <ul style="list-style-type: none"> • 1 for every 15 kindergarten students • Plastic bag containing activity board, picture cue cards, card pouch and story book

Prior to the Testing Period

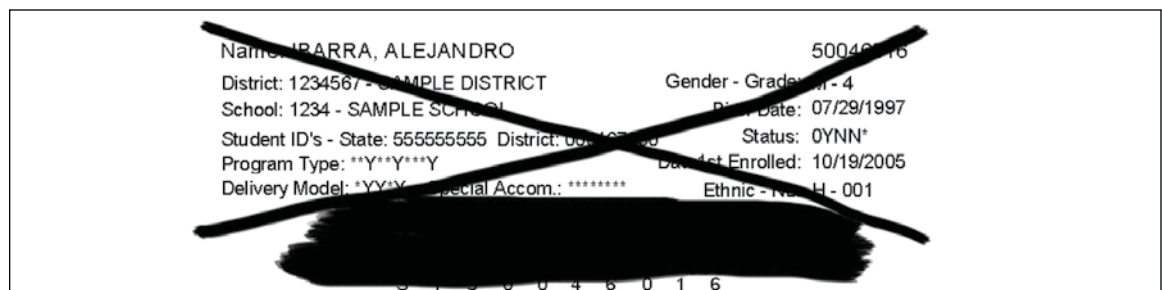
- When distributing test materials, the school assessment coordinator should have test administrators count all assigned materials.
- Please adhere to all state and district test security procedures.
- Student booklets should not be distributed prior to the state's designated testing dates. However, WIDA recommends that test administrators have an opportunity prior to testing students to familiarize themselves with one set of test materials for the grade level cluster(s) of the test that they will be administering.
- Because all test materials must be accounted for, the school assessment coordinator needs to ensure that all serial barcoded books are checked back in before forwarding all test materials to the District Assessment Coordinator.

School Site Distribution of Materials and Pre-ID Labels

Pre-ID Labels Information



Test Administrators must verify Pre-ID information prior to applying the labels to the test book.

- Student Pre-ID labels were shipped with test materials if your district or state provided MetriTech, Inc. with a file. Pre-ID labels contain the name, grade, and other pertinent information about individual students, as well as district and school information. You will receive one label for each Student Test Book.
- Check the labels carefully to be sure that the information displayed is correct.
 - If the labels are correct, place the label in the box on the front cover of the test book in the designated area. Only one Pre-ID label can be placed on a test book. This will ensure accurate machine scanning of the barcode portion of the label.
 - If the labels are incorrect, **discard the labels** and complete the demographic pages on the front and back cover of the test book, following the directions in the next section. It is important to discard incorrect labels and labels for students who will not be tested. Check with your state for special instructions.
 - If the label has been placed on the book in error, mark through the bar code at the bottom of the label with a heavy black marker and mark an "X" through the printed demographic above the bar code (as shown in the picture below). Then complete the demographic pages on the front and back cover of the test book, following the directions in the next section.



NOTE: No student should be given a test book with another student's Pre-ID label attached unless the label has been voided as shown.


NOTE: Changing a piece of information on the Pre-ID label **will not** change it when the test book is processed. The test books are machine scanned. The machine will only read the bar code portion of the label. The bar code number is associated with all the information already on the label. Marking a label as shown in the following picture, **will not** change any information.

Name: LAST NAME, FIRST NAME O	10843662
District: 0001 - SAMPLE DISTRICT	Gender - Grade: M -  2
School: 0001 - SAMPLE SCHOOL	Birth Date: 01/01/2005
Student ID's - State: 1234560 District: 1111111	
 S S 1 0 8 4 3 6 6 2	

Completing Demographic Information (No Pre-ID label)

Be sure to follow any special instructions provided by your state or district.

Front Cover of Test Book

1-2 A	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Grades 1-2 </div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 10px;"> Tier A </div>	 <p>WIDA CONSORTIUM 2010-2011</p>																																																																																																										
	<h1 style="margin: 0;">ACCESS</h1> <p style="margin: 0;">for ELLs®</p> <p style="margin: 0;">Listening, Reading, Writing, and Speaking</p> <p style="margin: 0;">Form 202 Test Booklet</p>																																																																																																											
	<div style="border: 1px solid black; padding: 5px;"> <p>MARKING INSTRUCTIONS</p> <ul style="list-style-type: none"> Follow the instructions in the <i>Test Administration Manual</i>. Use a number 2 pencil only. Print legibly, using all capital letters. Enter one letter or number per box. Fill in each appropriate box. Make sure your marks are complete and dark enough to be machine scored. </div>	<div style="border: 1px solid black; padding: 5px;"> <p>1 Place Bar Code Label WITHIN This Box</p> </div>																																																																																																										
	<div style="border: 1px solid black; padding: 5px;"> <p>2</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 0.8em;"> <thead> <tr> <th colspan="20" style="text-align: left;">STUDENT'S LAST NAME</th> <th colspan="10" style="text-align: left;">FIRST NAME</th> <th style="text-align: left;">MI</th> </tr> </thead> <tbody> <tr> <td>P</td><td>A</td><td>T</td><td>E</td><td>L</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> <td>J</td><td>U</td><td>A</td><td>N</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> <td>Z</td> </tr> <!-- Multiple rows of bubbles for marking --> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <!-- Additional rows would follow the same pattern --> </tbody> </table> </div>		STUDENT'S LAST NAME																				FIRST NAME										MI	P	A	T	E	L																J	U	A	N															Z	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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1 PRE-ID LABEL

Place the Pre-ID label in this box. If a Pre-ID label is not available, please follow steps 2–18 below.

2 STUDENT NAME

Starting at the left, print the student's last name in the appropriate area, putting one letter in each box. Completely fill in each of the corresponding boxes below the letters of the student's last name. Repeat this process for the student's first name and middle initial.

Back Cover of Test Book

3 DISTRICT NAME S A M P D I S T _ _ _ _ _	SCHOOL NAME B I G H S _ _ _ _ _		
6 NATIVE LANGUAGE 5 3 6 7	5 STATE NAME ABBREVIATION X X	4 DISTRICT NUMBER 9 9 9 9 _ _ _ _ _	
		SCHOOL NUMBER 0 0 0 1 _ _ _ _ _	11 LENGTH OF TIME IN LEP/ELL PROGRAM 0 4
7 RACIAL/ETHNIC GROUP Part 1—Select 1 ethnicity that applies. <input type="checkbox"/> H Hispanic/Latino <input checked="" type="checkbox"/> Not Hispanic Part 2—Select ALL races that apply. <input type="checkbox"/> I American Indian/Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> P Pacific Islander/Hawaiian <input type="checkbox"/> W White	8 BIRTH DATE 0 3 / 1 5 / 1 9 9 8	9 DATE FIRST ENROLLED U.S. SCHOOL 1 0 0 1 / 2 0 0 6	10 GRADE LEVEL 0 8
12 GENDER <input type="checkbox"/> M <input type="checkbox"/> F	13 IEP STATUS <input type="checkbox"/> Y <input type="checkbox"/> N	14 TITLE III STATUS <input type="checkbox"/> Y <input type="checkbox"/> N	15 MIGRANT <input type="checkbox"/> M <input type="checkbox"/> N
		16 504 PLAN <input type="checkbox"/> Y <input type="checkbox"/> N	22 SCHOOL USE ONLY ACCOMMODATIONS AA <input type="checkbox"/> BR <input type="checkbox"/> CA <input type="checkbox"/> LP <input type="checkbox"/> LV <input type="checkbox"/> PF <input type="checkbox"/> SB <input type="checkbox"/> SF <input type="checkbox"/> TD <input type="checkbox"/> TS <input type="checkbox"/> OA <input type="checkbox"/>
17 STATE STUDENT ID NUMBER 0 0 0 1 2 3 4 5 _ _ _ _ _	19 STATE DEFINED OPTIONAL DATA _ _ _ _ _		
	23 SCHOOL USE ONLY BILINGUAL/ESL TYPE NAS <input type="checkbox"/> CAT <input type="checkbox"/> CBE <input type="checkbox"/> DBE <input type="checkbox"/> HLA <input type="checkbox"/> POE <input type="checkbox"/> SEI <input type="checkbox"/> SEN <input type="checkbox"/> TBI <input type="checkbox"/> TWI <input type="checkbox"/>		
18 DISTRICT STUDENT ID NUMBER 6 7 8 9 0 1 _ _ _ _ _	20 DISTRICT DEFINED OPTIONAL DATA _ _ _ _ _		
	24 SCHOOL USE ONLY STATE SUPPORT DELIVERY MODEL NA <input type="checkbox"/> IS <input type="checkbox"/> PO <input type="checkbox"/> PR <input type="checkbox"/> SC <input type="checkbox"/>		
21 Do Not Score This Section For This Student (See the District & School Test Administration Manual for detailed instructions)			
ABS <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W <input type="checkbox"/> S <input type="checkbox"/> INV <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W <input type="checkbox"/> S <input type="checkbox"/> DEC <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W <input type="checkbox"/> S <input type="checkbox"/> SPD <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W <input type="checkbox"/> S <input type="checkbox"/>			

3 DISTRICT NAME AND SCHOOL NAME

Starting at the left, print the District Name, putting one letter or number in each box.

Starting at the left, print the School Name, putting one letter or number in each box.

4 DISTRICT NUMBER AND SCHOOL NUMBER

Starting at the left, print the District Number, putting one number or letter in each box.

Starting at the left, print the School Number, putting one number in each box.

5 STATE NAME ABBREVIATION

Print the two-letter State Name Abbreviation for your state.

6 NATIVE LANGUAGE

Starting at the left, print the student's Native Language (as defined by your state), putting one letter or number in each box. If the Native Language code provided by your state does not fill all boxes, please start at the left and leave the last box blank.

7 RACIAL/ETHNIC GROUP

Part 1: select one ethnicity that applies for the student.

Part 2: select all races that apply for the student.

8 BIRTH DATE

Starting at the left, print the student's Birth Date in the boxes at the top. For example, if the student's birth date is March 15, 1998, print 03151998 (03 for March [MM], 15 for the day [DD] and 1998 for the year [YYYY]).

Use only numbers in the top boxes and do not use abbreviations.

Completely fill in the numbered boxes below each number in the Birth Date.

9 DATE FIRST ENROLLED U.S. SCHOOL

Starting at the left, print the date the student enrolled in a U.S. school in the boxes at the top. For example, if the student enrolled in a U.S. school on October 1, 2000, print 10012000 (10 for October [MM], 01 for the day [DD] and 2000 for the year [YYYY]).

Use only numbers in the top boxes and do not use abbreviations.

Completely fill in the numbered boxes below each number in the enrollment date.

10 GRADE LEVEL

Starting at the left, print the student's grade level in the boxes at the top. If the student is in kindergarten, fill in 00; first grade, 01, etc. Fill in one box in each column.

11 LENGTH OF TIME IN LEP/ELL PROGRAM

Starting at the left, print the number of years (rounded down) a student has been enrolled in an LEP or ELL program. If the student has been in the program less than a year, fill in 00; one year, 01; two years, 02; etc. Fill in one box in each column.

12 GENDER

Fill in box M if the student is male, or fill in box F if the student is female.

13 IEP STATUS

Fill in box Y if the student has been identified as having an Individualized Education Program under the Individuals with Disabilities Education Act; fill in box N if the student does not have this status.

14 TITLE III STATUS

Fill in box Y if the student is part of the district's Title III, NCLB allocation; or fill in box N if the student is not, or if the district does not receive or accept Title III allocations.

15 MIGRANT²

Fill in box M if the student is defined legally as a migratory agricultural worker under NCLB 2001; fill in box N if the student is not. Classification as a migratory child requires the National Certificate of Eligibility (COE) form to be on file. This demographic is further defined in the footnote below.

16 504 PLAN

Fill in box Y if the student has been identified as having special educational needs as defined in the Rehabilitation Act and Americans with Disabilities Act; fill in the box N if the student has not.

² A child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work—(A) has moved from one school district to another; (B) in a State that is comprised of a single school district, has moved from one administrative area to another engage in a fishing activity. [Title I, Part C, Sec. 1309 Definitions (and Final Rule, 34 CFR, 34 CFR Part 200)]

17 STATE STUDENT ID NUMBER

Starting at the left, print the unique number the state has assigned to this student and fill in the corresponding box below each number. If your state has no unique State Student ID number, leave these boxes blank.

18 DISTRICT STUDENT ID NUMBER

Starting at the left, print the unique number your district has assigned to this student and fill in the corresponding box below each number. If your district has no unique District Student ID number, leave these boxes blank.

19 STATE DEFINED OPTIONAL DATA

Starting at the left, print the unique information your state has required you to record for each student and fill in the corresponding box below each number. The state will provide the type of information and instructions on how to record it.

20 DISTRICT DEFINED OPTIONAL DATA

Starting at the left, print the unique information your district has required you to record for each student and fill in the corresponding box below each number. The district will provide the type of information and instructions on how to record it.

21 DO NOT SCORE THIS SECTION FOR THIS STUDENT

Filled in boxes in this field indicate a special circumstance. Fill in the appropriate box(es) only for the conditions explained in the table. If any of these boxes is filled in, the score for that domain will be suppressed in the data file sent to the state and on all score reports distributed to the district.

Domains : L = Listening, R = Reading, W = Writing, and S = Speaking

ABS	Absent indicates the student was absent for a domain of the test; if so, fill in the appropriate box/boxes for the domain the student did not take.
INV	Invalidate indicates that even though a student may have completed some or all of the test items, the testing was not valid, and no score should be reported for that domain. For example, this code can be used if a student becomes ill during the test or if a student engages in inappropriate testing practices.
DEC	Declined indicates student refused to test. This annual state assessment is NOT an optional activity. It is a required activity. A student cannot opt out of the state's annual assessment. This indicator is used only when a student refuses to participate even after the test administrator has made several attempts to engage the student in the assessment. In this event, fill in the appropriate box/boxes.
SPD	Deferred Special Education/504 indicates that an IEP or 504 team determined that the student should defer participation from one or more of the domains of this test; if so, fill in the appropriate box/boxes.

NOTE: If any of these boxes are filled in, the test book should be returned with the other test books to be scored behind the School Header Sheet (blue).

School Use Only Sections

22 ACCOMMODATIONS

Fill in the box next to any accommodation that applies to the student.

Please see Section 4: Recommendations for Test Accommodations for ELLs with Disabilities in this manual for more information about the types of accommodations that fall under each of these codes. Information is also available in the WIDA website, www.wida.us/assessment/ACCESS/accommodations.aspx.

AA	Audio amplification device or noise buffer
BR	Test in braille or braille writer
CA	Computer assisted
LP	Large print book
LV	Low vision aids or magnification devices
PF	Presentation format modified
SB	Scribed test
SF	Setting format
TD	Test directions modified
TS	Timing or scheduling modified
OA	Other approved accommodations

23 BILINGUAL/ESL PROGRAM TYPE

Fill in the box next to any program that applies to the student.

NAS	No Additional Services or individualized English language assistance of any kind are provided by the district.
CAT	Content Area Tutoring is one-on-one or small-group tutoring/assistance to ELLs during school hours in the content areas, including English language arts, mathematics, science, and social studies. Tutoring is generally provided by teachers other than bilingual or ESL teachers, and may be provided by an aide under the direction of a teacher.
CBE	Content-Based ESL (CBE) programs teach language through content by contextualizing the English but maintaining the crucial academic content and concepts. CBE programs are frequently used in LEAs serving large numbers of ELLs when bilingual program models are not possible. English is the language of instruction and is taught through language related to the content areas of mathematics, English language arts, science, and social studies. The goal is twofold: proficiency in English and academic achievement in the content areas.
DBE	Developmental Bilingual Education programs (sometimes called “late-exit,” “maintenance,” or “one-way dual language” programs) use the primary language of the ELLs as the medium of instruction.

HLA	Heritage Language programs use the non-English language background (heritage language) of the students as the primary language of instruction to renew/reclaim that language (e.g., Native American languages). The program also provides instruction in and through English.
POE	Pull-Out ESL/Resource programs remove ELLs from general education classes to pre-teach, teach, or re-teach English language skills and/or academic content covered by the general education classroom teacher. Some programs, especially those with smaller populations, work with ELLs outside of the regular classroom to review academic content before the regular classroom teacher covers that same content in the classroom. For the latter, both ESL and classroom teachers coordinate lesson plans throughout the year.
SEI	Sheltered English Instruction programs often serve ELLs from more than one language background. Instruction is in English adapted to the students' English proficiency levels and provides modified curriculum-based content. Teachers enhance context by providing visual props, hands-on learning experiences, drawings, pictures, graphic organizers, and small-group learning opportunities. Sheltered English instruction programs offer instruction to ELLs at lower English proficiency levels, often newcomers to the United States. The goal of the program is English and academic content acquisition.
SEN	Structured English Immersion programs serve ELLs in the mainstream classroom. Usually students receive individual support, often from ESL teachers or bilingual instructional aides in the classroom setting.
TBI	Transitional Bilingual Education programs (sometimes called "early-exit") use the first language of the ELLs in instruction but with a rapid transition to providing all or most of the instruction in English. Native language skills are developed only to assist the students' transition to English. The goal of such programs is English acquisition and a quick transfer into mainstream (English-only) classrooms.
TWI	Two-Way Immersion and Dual Language programs use two languages in instruction with bilingualism and biliteracy as the goal. A two-way immersion program is a type of dual language program, and is sometimes called a "two-way dual language" program. These are bilingual programs that serve English speakers and ELLs in the same classroom, usually with a 50-50 mix of students from each language population. Both English and the first or native language of the ELLs are used for approximately 80%–90% of content and language arts instruction in early grades with a gradual reduction to 50% of instruction in the native language of the ELLs in content and language arts. The goal of such programs is bilingualism in both groups of students. Some dual language programs serve only English language learner students with a common native language.

24 STATE SUPPORT DELIVERY MODEL

Fill in the box next to any program that applies to the student.

NA	Not Applicable should be marked if NAS (No Additional Services) under Bilingual/ESL Program Type has been marked.
IS	Inclusionary Support/Push-IN support is provided in the general education classroom.
PO	Pull-Out should be marked if the student is removed from general education classes for individualized or small-group support.
PR	Parental Refusal of services should be marked if parents have opted out of bilingual or ESL program services for their child, or if NAS (No Additional Services) under Bilingual/ESL Program Type has been marked.
SC	Self-Contained should be marked if a student is with a dual-licensed content area and a bilingual or ESL teacher.

During the Testing Period

- Students answer questions by marking directly in the test book.
- Students should completely fill in the circles indicating their answers.
- Students should not make marks in the test book other than in the specified places. Stray marks could cause errors in scoring the test books because the test books are machine scored.
- School assessment coordinators should be available to answer questions from test administrators at your school.

After Testing is Completed

The school assessment coordinator should collect all test materials from test administrators.

Preparing the Test Books

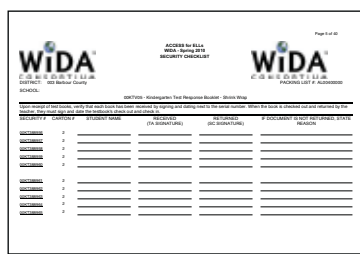
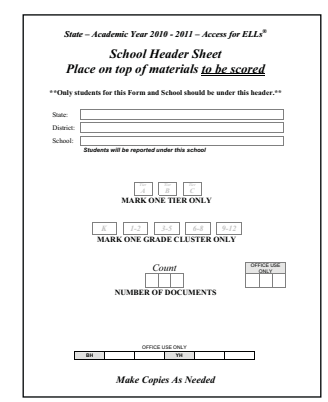
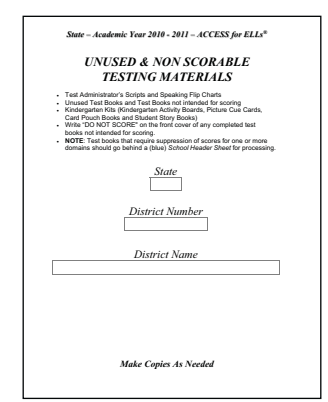
Check the test books for the following:

Staples, paper clips, post-it notes and scratch paper	Remove these items from the test books.
Writing on a separate piece of paper	Remove the paper and transcribe the writing into the test book in the appropriate writing box.
Pre-ID label	Make sure the label is in the correct place on the test book. If the label is incorrect, make sure the bar code portion of the label been blacked out with a marker.
Demographic information (No Pre-ID label)	Make sure the student name on the front of the book has been bubbled correctly. Make sure the information on the back of the book has been bubbled correctly. Has the grade been marked? Test books are machine scored and will only read the boxes that are completely filled in.
Large print test books	Have the student's answers been transcribed to a regular print test book? Fill in the information requested on the front of the large print test book. Return the large print test book and the regular print test book together under a School Header Sheet (blue)
Tests you do not want scored	There are two kinds of tests in this category: 1. Completed or partially completed test books that were spoiled, the student moved, or the test was given in error and you do not want the test scored. <ul style="list-style-type: none"> • Mark these test books DO NOT SCORE on the front cover of the book. • Return these test books under the Unused and Non-Scorable Test Materials (cherry). 2. Test books that have been marked in the Do Not Score This Section For This Student portion of the demographics on the back page. <ul style="list-style-type: none"> • These test books will have some scores suppressed. • Return these test books behind a School Header Sheet (blue) with the rest of the scorable test books.

Preparing Documents for Return

Use these forms to prepare the test materials for return to the District Assessment Coordinator.

You may make copies of any of these forms.

Content	Page
<p>Security Checklist</p> <ul style="list-style-type: none"> Use this form to verify that all serial numbers assigned to your school have been returned to you by the test administrators Keep this form for your records 	
<p>School Header Sheet (blue)</p> <ul style="list-style-type: none"> Use this form to return test books that require scoring. Use this form to return test books that require suppression of scores for one or more domains (see p Do Not Score This Section for This Student) <p>Complete this form using the following instructions.</p> <ul style="list-style-type: none"> Only one school should be on the header (e.g. Big HS is on the header then all of the test books under the header belong to Big HS) Check that the unique district number code and school number code are correct Mark only one grade cluster and tier on a header (e.g. 1–2A is marked on the header and all of the test books under this header are 1–2A) Fill in the count on the header (e.g. if the count says 32, there must be 32 books behind the header) Note: A shipping box will hold approximately 100 test books. If you have more than 100 test books, make another header for the remainder. (e.g. there are 146 3–5C test books from Your ES. 100 3–5C test books from Your ES will fit in one box with a header count of 100 and the balance of 46 3–5C test books from Your ES will fit in another box with a header count of 46.) 	
<p>Unused and Non-Scorable Test Materials (cherry)</p> <p>Use this form to return:</p> <ul style="list-style-type: none"> Test Administrator Scripts/Manuals Speaking Flip Charts (including large print) Unused test books (including large print) Kindergarten Ancillary Kit bag containing activity board, picture cue cards, card pouch and story book Completed or partially completed test books that you do not want to be scored, for example, the test was spoiled or the student moved or the test was given in error Note: Test books that you do not want scored should be marked DO NOT SCORE on the front cover of the book. Note: Test books that you want scores suppressed in (see Do Not Score This Section for This Student) should go behind a 'School Header Sheet (blue)' for processing 	

Section 3: Test Scheduling and Coordination

For scheduling purposes, approximate administration times for each individual test are given below.

Session 1: Listening and Reading (75 minutes):

- Listening Test (25 minutes)
- Reading Test (35 minutes)
- Plus 15 minutes convening students and distributing/collecting materials

Session 2: Writing (75 minutes):

- Writing Test Tier A grade clusters 3-5, 6-8, and 9-12 should take no more than 60 minutes
- Writing Test Tier A grades 1-2 (30 minutes), plus five (5) additional minutes to finish writing if needed
- Writing Test Tiers B and C all grade clusters (60 minutes), plus five (5) additional minutes to finish writing if needed
- Plus 10-15 minutes for convening students and distributing/collecting materials

Session 3: Speaking (15 minutes):

- The Speaking Test is individually administered and takes approximately 15 minutes per student. It is the only test that is scored by the test administrator. Detailed guidance on the administration and scoring of the Speaking Test is contained in Section 6 of this manual. **Anyone who administers the Speaking Test must have successfully completed the Speaking Module of the online ACCESS for ELLs Test Administration Training located on the WIDA website at www.wida.us. This module is available after logging in to the secure section of the website with a personal ACCESS for ELLs training course account.**

The following pages contain tools to use as you schedule test sessions within your school and assign students to those test sessions. **Coordinators may download the Test Session Master Schedule and the Test Session Roster** from the online ACCESS for ELLs Test Administration Training site and complete them electronically.

NOTE: While the above-presented sequence (Listening/Reading, followed by Writing, then Speaking) is the recommended sequence for the ACCESS for ELLs Test administration, the sections of the test may be administered in any order, i.e. the Reading Test may be administered before the Listening Test or in its own separate session, the Writing Test can be administered before the Reading Test, etc. It is also possible for separate sections of the test to be administered on different days, though a single section should NOT be broken into several administrations.

Test Session Master Schedule

The Test Session Master Schedule should be completed and retained by the School Testing Coordinator. The following scenario illustrates how test sessions might be scheduled in one school.

Assume a middle school has to test 90 students, all in the same grade-level cluster (6–8) and evenly distributed across all three tiers; that is, 30 in Tier A, 30 in Tier B, and 30 in Tier C. The School Testing Coordinator could set up the following sessions at the scheduled dates and times, preparing rosters for each session. In this plan, all 90 students could be tested in both Listening/Reading and Writing in a total of 12 sessions. This schedule could reflect the fact that there is a single Test Administrator in the school, so there would be no simultaneous sessions. If the school had multiple test administrators, simultaneous sessions (in different rooms) could be a possibility, in which case the master schedule would also indicate the name of the test administrator for each scheduled session.

Week of			# Students in Listening/Reading Sessions			Totals	# Students in Writing Sessions			Totals
Session	Grade	Schedule	Tier A	Tier B	Tier C		Tier A	Tier B	Tier C	
1		Mon 9 am	15			15				
2		Mon 11 am		15		15				
3		Mon 1 pm			15	15				
4		Tue 9 am					15			15
5		Tue 11 am						15		15
6		Tue 1 pm							15	15
7		Wed 9 am	15			15				
8		Wed 11 am		15		15				
9		Wed 1 pm			15	15				
10		Thu 9 am					15			15
11		Thu 11 am						15		15
12		Thu 1 pm							15	15

Figure 3: Example of Test Session Master Schedule

Note that if you are scheduling test sessions in a school that includes two or more grade level clusters, you should also indicate the grade-level cluster (for example, K, 1–2, 3–5 for most elementary schools) of each test session.

On the following page is a blank Test Session Master Schedule for your use in planning the test sessions at your school site. Blank forms are also available on the online test administrator training course located on the WIDA web site at www.wida.us.

SAMPLE

Test Session Master Schedule

School: _____ Coordinator: _____

[illegible]

Figure 4: Test Session Master Schedule for Group-Administered Tests

Test Session Rosters

The Test Session Roster is a tool to use in assigning students to test sessions. One roster is provided for the group-administered tests (Listening, Reading, and Writing) and another roster for the Speaking Test. Coordinators should complete Test Session Rosters in this format, or in a format of their choice, and distribute them to test administrators, as well as to the teachers of students to be tested, at least **two days** prior to testing so that you may plan accordingly. Note: it is recommended that you not test more than 22 students in one group testing session.

Student tiers and daily schedules are the main factors to consider when you plan for test sessions.

Schedule only one tier (A, B, or C) and up to 22 students assigned to that tier per single test session. For example, students taking the Tier A test must not be mixed with students taking the Tier B or Tier C test in the same room at the same time.

WIDA recommends that younger and lower-proficiency students be tested in smaller groups. If possible, test first graders separately from second graders, and third graders separately from fourth and fifth graders. This is **not** required and it may be a more efficient use of time, for example, to test all Tier A students in all of the grades within a grade level cluster together.

If possible, test the same students together across both test sessions (Session 1: Listening/Reading and Session 2: Writing). That is, do not change the roster of students from one session to another, as this will require reorganizing stacks of test books.

On the following page is a blank Test Session Roster for your use in assigning students at your school site to test sessions.

SAMPLE

Test Session Roster – Group Administration

Test Date: _____ Time: _____

Location: _____ Test Administrator: _____

Test Section (circle **all** that apply): **Listening/Reading** **Writing**

Grade level(s): _____

Tier (circle one): **A B C**

#	Student ID #	Last Name	First Name	Current Grade	Teacher/Room to Pull-Out from
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					

Figure 5: Test Session Roster–Group Administration

SAMPLE

Test Session Roster – Speaking Test Administration

Test Date(s): _____ Testing Location: _____ Grade-level cluster: _____

Test Administrator: _____

#	Student ID # (optional)	Last Name	First Name	Current Grade	Teacher/Room to Pull-Out from	Time
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						

Figure 6: Test Session Roster–Speaking Test Administration

Section 4: Recommended Test Accommodations for ELLs with Disabilities

PLEASE REFER TO YOUR STATE’S ACCOMMODATION POLICIES FOR LANGUAGE PROFICIENCY TESTING FOR POLICY GUIDANCE. WIDA PROVIDES ONLY RECOMMENDATIONS ON ACCOMMODATIONS.

Accommodations

This section describes WIDA’s recommended test accommodations for ELLs with special needs, particularly students with an Individual Education Plan and/or a 504 Plan as determined by the Individuals with Disabilities in Education Act (IDEA) and the Americans with Disabilities Act (ADA) respectively.

The list of acceptable accommodations is reviewed and updated annually.³ **However, for the definitive policy for administering ACCESS for ELLs with accommodations, refer to your state’s policy on accommodations for *language* proficiency testing.**

Testing accommodations are changes in the way a student is given a test or asked to respond to test questions, and they are meant to offset challenges caused by a disability without changing what the test measures. Testing accommodations provide students with disabilities an opportunity to demonstrate their English language proficiency in a way that is similar to students without disabilities without changing what the test measures, thus invalidating the test results. In other words, appropriate accommodations “level the playing field” for students with disabilities, providing an equitable opportunity to demonstrate what they can do.

The WIDA Consortium encourages participation of all English language learners in the ACCESS for ELLs testing program and believes that it is an appropriate assessment for all but the most severely disabled students. The ACCESS for ELLs test has certain standard features that might lessen the need for accommodations. For example, the test is paced appropriately, with time guidelines determined from pilot and field testing, while the thematic orientation of the test and heavy reliance on graphic support are features that should enhance comprehension. However additional testing accommodations may be appropriate for some students with disabilities.

Appropriate Use of Accommodations

Accommodations are appropriate when the standard test presentation, timing or response format prevents a student from accessing or responding to the test items because of physical, emotional, cognitive, or learning disabilities, thus denying the student the opportunity to demonstrate what he or she can do in English as measured by ACCESS for ELLs. In other words, accommodations may be appropriate for students with identified special needs who have an Individual Education Plan (IEP) and/or a 504 Plan. However, not all students with IEPs or 504 Plans are in need of accommodations. Decisions should be made by IEP and/or 504 Plan teams and documented within those plans.

³ The accommodations listed in the tables below are drawn from (1) Accommodations policies of WIDA Consortium member states; (2) Accepted practice in language proficiency testing; (3) Consultation with representatives of WIDA member states who are experts in the education of ELLs and students with disabilities; and (4) Expertise of the test developers at the Center for Applied Linguistics.

The following must be considered when choosing appropriate accommodations:

- Does the accommodation address the child's special need(s)?
- Does the child have experience with the given accommodation(s) on an ongoing basis in the classroom or testing situations?
- Does the accommodation maintain the validity of the construct of what the test measures (e.g., the Test Administrator reading text for the Reading Test would not maintain the construct of reading that is being tested)?
- Does the test administrator know how to accurately apply the accommodation?
- Does the accommodation adhere to state policies for the accommodation of ELLs with disabilities on language proficiency tests?

Special considerations regarding the use of accommodations

Please remember that ACCESS for ELLs is an English language proficiency test; as such, it is a tool used to assess English language learners' receptive and productive skills in English. Because it focuses on language rather than content area knowledge and skills, some accommodations that might be appropriate for the classroom or content areas tests should not be used with ACCESS for ELLs as they will invalidate the construct. In other words, the student would be taking a test that is no longer measuring just their English language proficiency, making any interpretation or inferences from the scores invalid. For example, if the Listening Section of ACCESS for ELLs were presented in American Sign Language (ASL) to a deaf or hard of hearing student, the test would be measuring the student's proficiency in interpreting ALS, not spoken English. Similarly, if the Reading section of the test were translated into Braille, the construct (reading English) would be confounded because ACCESS would become a test of a students' ability to read Braille.

In general, appropriate accommodations help a student who needs them, but the application of accommodations for students who don't need them can be detrimental. For example, some students with processing disorders or attention deficit disorders may need to take each section of the test in short segments of a folder⁴ or two at time, followed by a break, in order for them to be able to best show what they can do. For most students, however, such frequent breaks are more likely to prove disruptive and detrimental, preventing these students from showing what they can do to the best of their ability. Consequently, it is best to follow the standardized test administration procedures whenever possible so that there are no doubts about the reliability of the scores for an individual student and in the aggregate.

Circumstances may arise that require a child who does not have an IEP or 504 Plan to take part or the entire test with an accommodation. For example, a child may break his arm in such a way that prohibits him from writing his responses. In this case, at this time, the use of a computer word processor or a scribe may be appropriate.

Furthermore, if state policy guidelines allow the use of a particular accommodation or set of accommodations for all students taking ACCESS for ELLs, such as the use of highlighters or extended, multiple breaks during testing, these state guidelines must be considered when making decisions about the use of accommodations. Please note your state's accommodations policy for language proficiency testing, not guidelines or policy for ELLs on state content tests. **They are not the same nor are they interchangeable.**

⁴ On ACCESS for ELLs a "folder" typically refers to 3 or 4 test items that share a common thematic focus.

Please note that the accommodations recommended here are NOT appropriate for ELLs with severe cognitive disabilities. Please contact your state educational agency for guidance on assessing the English language proficiency of ELLs with severe cognitive disabilities and/or contact WIDA (wida@help.us) to inquire about participating in the field testing of Alternate ACCESS for ELLs, an assessment designed specifically for ELLs with severe cognitive disabilities.

WIDA Recommended Accommodations

The following tables of guidelines are divided into each of the four domains of the test—listening, reading, writing, and speaking—with indications of whether a particular accommodation is appropriate for the domain (Yes), inappropriate and therefore not recommended (No), or Not Applicable (N/A) because the “accommodation” is already incorporated into the test design (e.g., responding orally on the Speaking Test) or is irrelevant for the domain (e.g., use of a scribe for the Speaking Test that requires no writing). If a student is tested using a particular accommodation or set of accommodations, use the “code” column to find the appropriate code to mark on the student’s test booklet.

Accommodation FOR ELLs WITH DISABILITIES	Assessment Domains				
	Listening	Reading	Writing	Speaking	Code
<i>Test “directions” refers to all text in the Test Administrator’s Script that is provided to explain logistics of the test, including all practice items. Directions include only what is scripted in the Test Administrator’s Script. For Speaking and Listening, the directions end just before the test administrator reads, “Part A.”</i>					
Translation of directions into native language	Yes	Yes	Yes	Yes	TD
Sign directions to students	Yes	Yes	Yes	Yes	TD
Explanation of directions in English and/or native language	Yes	Yes	Yes	Yes	TD
Repeat directions	Yes	Yes	Yes	Yes	TD
Use directions that have been marked by teacher	Yes	Yes	Yes	N/A	TD

Presentation Format	Listening	Reading	Writing	Speaking	Code
<i>“Test” refers to test items (including introductory text and graphic support), but not scripted test directions (defined above)</i>					
Translation of test into native language	No	No	No	No	-
Translation of test into sign language	No	No	No	No	-
Oral reading of test in English	No	No	Yes	No	PF
Oral reading of test in native language	No	No	No	No	-
Use of bilingual dictionary	No	No	No	No	-
Use of highlighters (yellow only) by student, in test booklet text only; must not be used in answer area ⁶	Yes	Yes	Yes	N/A	-
Use of marker to maintain place	Yes	Yes	Yes	N/A	PF
Large Print	Yes	Yes	Yes	Yes	LP
Low vision aids or magnification device	Yes	Yes	Yes	Yes	LV
Audio amplification device or noise buffer	Yes	Yes	Yes	Yes	AA
Student reads questions or responses aloud to self	Yes	Yes	Yes	N/A	PF
Student reads questions or responses aloud and records with tape recorder	No	Yes	No	No	PF

⁶ The use of highlighters may be available to all students in some states. Please contact your state educational agency if you have questions about the use of highlighters.

Accommodation FOR ELLs WITH DISABILITIES	Assessment Domains				
Setting Format	Listening	Reading	Writing	Speaking	Code
<i>Test may be administered...</i>					
By trained school personnel in non-school setting (e.g., home or hospital)	Yes	Yes	Yes	Yes	SF
With preferential seating	Yes	Yes	Yes	Yes	SF
In study carrel	Yes	Yes	Yes	Yes	SF
In space with special lighting	Yes	Yes	Yes	Yes	SF
In space with special acoustics	Yes	Yes	Yes	Yes	SF
With special furniture for student	Yes	Yes	Yes	Yes	SF
With equipment or technology that the student uses for other tests and school work (e.g., pencils adapted in size or grip, slant board or wedge)	Yes	Yes	Yes	Yes	SF

Timing/Schedule	Listening	Reading	Writing	Speaking	Code
<i>Flexibility with timing of test is permitted for students who require extra time or have limited attention spans as documented on their IEPs.</i>					
More breaks as needed by student	Yes	Yes	Yes	Yes	TS
Short-segment testing (refers to administration of very brief sections of the test at a time, such as three or four items related to a common theme)	Yes	Yes	Yes	Yes	TS
Extend testing time within same school day	Yes	Yes	Yes	Yes	TS
Extend testing sessions over multiple days	Yes	Yes	Yes	No	TS

Response Format	Listening	Reading	Writing	Speaking	Code
<i>Certain devices or practices may be used to facilitate testing for students who have difficulty with bubbling or writing in the correct area of the test booklet.</i>					
Braille writers	N/A	N/A	No	N/A	BR
Computer, word processor, or similar assistive device (spell check, grammar check, and dictionary/thesaurus must be turned off)	N/A	N/A	Yes	N/A	CA
Tape recorders for recording student responses	N/A	N/A	No	No	OA
Scribes: all student responses must be transcribed verbatim, including spelling, punctuation, and paragraph breaks.	Yes	Yes	Yes	No	SB
Responses in native language	No	No	No	No	OA
Answer orally, point to answer	Yes	Yes	No	N/A	OA

Accommodation FOR ELLs WITH DISABILITIES	Assessment Domains				
Other Test Administration Considerations for All Students	Listening	Reading	Writing	Speaking	Code
<i>Certain practices can reduce testing anxiety for students. For example, test administrators may...</i>					
Provide verbal praise or tangible reinforcement to increase motivation	Yes	Yes	Yes	Yes	-
Administer practice test or examples before the administration date of the assessment	Yes	Yes	Yes	Yes	-
Be school personnel familiar to student	Yes	Yes	Yes	Yes	SF
Be special education personnel	Yes	Yes	Yes	Yes	SF
Administer the test in a separate room	Yes	Yes	Yes	Yes	SF
Administer the test in a small group	Yes	Yes	Yes	Yes	SF
Administer the test to students individually	Yes	Yes	Yes	Yes	SF

Other Accommodations Not Recommended by the WIDA Consortium at this Time (See p. 34 for more information)	Listening	Reading	Writing	Speaking	Code
Braille edition of assessment	Possible	Possible	Possible	Possible	BR
Signing questions or answers	No	No	No	No	-

Figure 7: Accommodations for ELLs with disabilities

Additional Information about Braille

Based on a careful consideration of the implications of Braille ACCESS for ELLs, including experience creating a Braille version of the assessment in the previous testing cycle, WIDA strongly recommends that the assessment not be made available in Braille. We believe that to do so would change the nature of the test, seriously affecting the validity of ACCESS for ELLs scores. One of the most important reasons for this is the fact that a student's proficiency in Braille confounds the assessment of English language proficiency. Furthermore, many of the test items cannot be "translated" into Braille as they are currently written. This changes the test.

However, in the unusual circumstances that an IEP team determines that it is in the best interest of a student to make the test available in Braille, and it can be done locally, the following guidelines should be followed:

- The student must be Braille proficient so as not to confound English language proficiency with proficiency in Braille;
- Braille graphics will be included as this is a graphic-dependent test;

- If the Braille graphics are also verbally described by the test administrator, such descriptions should be made in the student's native language so as not to confound with English language listening skills;
- The student's responses should be transcribed verbatim by a school staff member into a regular ACCESS for ELLs test booklet for scoring; and
- The writing assessment should be transcribed verbatim into the test booklet.
- All test materials, including the Braille, must be returned to MetriTech, Inc.

Additional Information about Deaf and Hard of Hearing Students

Deaf and hard of hearing students, including those for whom American Sign Language (ASL) is their first language, can generally participate in the Reading and Writing sections of the test with few or no accommodations necessary. Lip-reading with spoken responses for those students who possess these abilities may be possible for the listening and speaking parts of the test. IEP teams should make such determinations on a case-by-case basis. Translating the listening and speaking prompts into sign language is equivalent to translating into another spoken language, such as Spanish or Arabic, and therefore is prohibited as it changes the construct (i.e., assesses proficiency in a language other than English) and invalidates the test.

Accommodations in unusual circumstances

In the event of a student being injured, for example, his/her writing hand is broken, the test administrator should:

- Transcribe the student's responses and have the student spell every word (if a student uses a word multiple times, it is not necessary to have the student spell that word every time).
- Have the student type (if injury allows) his/her responses with spell/grammar check turned off in the word processor program.
- After testing is complete, the test administrator should mark on the back of the student's test book that he/she used a scribe and put a note on the front of the booklet that the student has a broken wrist/arm or any other injury that prevented him/her from being able to write.

Section 5: Test Administration for Group Testing

Detailed instructions for administering each section of the ACCESS for ELLs test are contained in the *Test Administrator's Script*. Below are some additional details for test administrators about preparing for and administering the test.

NOTE: While it is not recommended, there are rare situations when it may be appropriate to discontinue administration of the ACCESS for ELLs test, for example, if a student is a newcomer to the United States and/or has a very limited background in English. You should attempt to administer each portion of the test (Speaking, Listening, Reading and Writing) and if after you begin administering a section you can visually tell that the student is having an unusually difficult time and is not responding/writing in the test booklet, it is acceptable to discontinue that part and try the next section.

Setting up the Testing Room

Preparing the testing room in advance will facilitate smooth test administration. It will also help to ensure independent work on the part of the test takers. It is recommended that you:

- Test in a classroom with desks that can comfortably accommodate the number of students being tested (indicated on the Test Session Roster).
- Arrange the desks in rows, facing forward, where you, the Test Administrator, can see all students and circulate between desks. It is important that all students can see and hear you clearly.
- Obtain enough sharpened pencils for students being tested. Have extra pencils available, as sharpening pencils during a test session could be a distraction. Have a plan for sharpening pencils between test sessions.
- Make or obtain from your Coordinator a ***Do Not Disturb: Testing*** sign to be placed on the outside of the testing room door on test days.
- Plan to have a table on which to lay out test materials.
- Have on hand reading materials for students who finish early.
- Have a watch on hand, or make sure there is a functioning clock in the testing room. The Test Administrator's Scripts contain guidance on pacing the test.
- Note that it is not necessary to cover any print on the walls or on classroom materials.

Distributing Test Materials

- Do not pass out test materials until all students are seated. When distributing test books, double-check to ensure that the student's name to whom you are giving the book matches the name on the test book. Make sure each student has at least one sharpened pencil.

Test Materials and Younger Students

When beginning the Writing Test (Session 2) on the second day of testing or after a significant break, note that younger children (grades 1–2) may need assistance locating the Writing Test within their test books. To make it much easier for younger children to find the starting location, test administrators may want to put the pencils into the test books in the correct place before passing out the test materials. Alternatively, they may want to place the test books face down on the students' desks, spread open to the appropriate place. In either case, administrators will need to adapt the oral instructions in the *Test Administrator's Script* as appropriate. To ensure that students in grades 1-2 begin testing in the appropriate place in their test books, that they do not skip any sections, and that they progress appropriately (see information on **check-ins** below), test administrators and coordinators may wish to have an additional adult helping to proctor or monitor the group-administered tests (for instance, one adult for every 10-12 students). Like test administrators, proctors must sign and submit to their test coordinator a Non-Disclosure Agreement.

Listening Test

- **The Listening Test is designed to take approximately 25 minutes** once you begin reading the test items to the students. Note that the approximate test administration time does not include convening students, taking attendance, distributing and collecting test materials, explaining test directions, or completing practice items. Note also that the length of the oral passages increases with students' language proficiency; thus, the Tier C Listening Test takes longer to administer than the Tier A Listening Test.
- Follow the *Test Administrator's Script* exactly. Practice reading the items aloud ahead of time. Listen to the sound files in the Listening section of the online ACCESS for ELLs Test Administration Training located on the WIDA website (www.wida.us) to get an idea of pacing and enunciating when reading the test items.
- Keep the Listening Test going at a steady pace. Follow the pause times given in the script. Read each item clearly and at a natural pace. Do not rush, but also avoid slowing down unnaturally. After reading each item, pause to allow students to mark their answers for up to 25 seconds. **Do not pause longer than 25 seconds for students to mark their answers.**
- Read each item only one time. Only if there is a significant interruption while you are reading a Listening item—such as an announcement over the loudspeaker, a fire drill, or a loud noise outside—may you repeat the item one time, for a total of two complete readings of the item.
- Do not read **answer choices aloud** to the students. While the Listening Test assesses mainly the domain of listening, all academic skills are integrative, which results in answer choices incorporating multiple skills. In other words, students may be required to read some words, phrases, or sentences to respond to the Listening Test, but the answer choices are always at a lower reading level than the Listening level being assessed.
- Stand in front of the class where all students can see and hear you clearly.

Remember! For the Listening Test:

- The Listening Test is designed to take approximately 25 minutes, though the Tier C test will take longer than the Tier A test. Pause for up to 25 seconds per item to allow students to mark their answers before you begin reading the next item aloud.
- Practice the Test Administrator's Script ahead of time.
- Read each item only one time. Only in the case of a significant interruption may you repeat a listening item one time.

Reading Test

- **Students have approximately 35 minutes to complete the Reading Test.** Note that the approximate test administration time does not include time for convening students, taking attendance, distributing and collecting test materials, explaining test directions, or completing practice items. For this reason, 15 additional minutes have been built into the 75-minute test session: 25 minutes for the Listening Test + 35 minutes for the Reading Test + 15 minutes for convening students, completing practice items, distributing/collecting materials, etc.
- You should make a note for yourself of the starting time and end time (35 minutes later) once you finish the practice items with the students. This should provide ample time for all students to complete the Reading Test. The testing session is over when all students have completed the Reading Test, or about 35 minutes have passed.
- Follow the *Test Administrator's Script* exactly.
- Stand in front of the class where all students can see and hear you clearly when reviewing practice items or doing whole-group check-ins (see below). Circulate the testing room at appropriate intervals and when doing individual check-ins.

Check-ins:

- "Check-ins," represented by stop signs in the test booklet, are intended to help guide students at the lower grade levels and proficiency levels through the parts of the Reading Test and are scripted at appropriate points in the *Test Administrator's Script*. Check-ins also allow for test administrators to give continual encouragement to students to do their best.
- There are two types of check-ins on the Reading Test: whole-group and individual. Both types of check-ins are scripted. The check-in procedure is reviewed for the students in the practice session preceding the test.

Whole-group check-ins: You check in with all students simultaneously and explain the next part of the test. There are whole-group check-ins after each part of the Grades 1–2 Tier A Reading Test so that you can guide students through the sample items. You should instruct students who finish a part before you have started a whole-group check-in to wait before proceeding.

Individual check-ins: Students raise their hands when they arrive at a stop sign. You circulate the room, checking to see that students have completed the part before instructing them to go

on (or to stop if completing the last part of the Reading Test). There are individual check-ins about halfway through the 1–2B, 1–2C, 3–5A, 3–5B, 6–8A, and 9–12A Reading Tests, and at the end of the Reading Test at every tier and grade level.

Remember! For the Reading Test:

- The Reading Test is designed to take approximately 35 minutes.
- Follow the Test Administrator’s Script exactly.
- Whole-group and individual “check-ins” are indicated by stop-sign symbols in the test books.

Writing Test

The ACCESS for ELLs Writing Test encourages English language learners to demonstrate their general communicative ability in writing in English. On the Writing Test, students respond to a set of tasks anchored in the WIDA English Language Proficiency Standards.

Please note updates to the Writing Test for the 2010-2011 school year (Form 202).

New for the Writing Test in 2010–2011:

- For all grade level clusters, the Tier B and Tier C Writing Tests have recommended timing guidelines for Parts A, B, and C of 10, 20, and 30 minutes, respectively. Sixty (60) minutes is still the time allocation for the entire Writing Test in these Tiers, with up to an additional five (5) minutes if needed for students to finish writing.
- For grade level cluster 1-2, the Tier A Writing Test has recommended timing guidelines for parts A, B, C, and D of 5, 5, 10, and 10 minutes, respectively, with up to an additional five (5) minutes if needed for students to finish writing.
- For grade level clusters 3-5, 6-8, and 9-12, the Tier A Writing Tests have recommended guidelines for Parts A, B, and C of 15 minutes each with up to five (5) additional minutes for each part if needed for students to finish

Pacing the Writing Test

- Follow the *Test Administrator’s Script* exactly.
- The Writing Test is designed to allow students **up to 30 (Grades 1-2 Tier A) or 60 minutes of writing time**. If needed, in most parts and Tiers of the test, administrators may allow students **up to an additional five (5) minutes** to finish writing, for a **total writing time of 35 or 65 minutes**. Test administrators must then collect all test materials. If all students are finished before the allotted time has elapsed, test administrators may end the Writing Test according to the script.

- Note that the test administration time does not include convening students or distributing and collecting test materials. For this reason, an additional 10-15 minutes has been built into the 75-minute Writing Test session.
- The **sample writing** contained in certain writing tasks presents students with an example they can follow to complete the task. Instructions on guiding students through the sample writing are scripted in the Test Administrator's Script. The time it will take you to guide students through the sample writing is included in the time allocated for each task.
- Stand in front of the class where all students can see and hear you clearly when reviewing the sample writing or doing whole-group **check-ins** (see below) with students. Circulate the testing room at appropriate intervals and when doing individual check-ins.

Check-ins:

- "Check-ins," represented by stop signs in the test booklet, are intended to help guide students at the lower proficiency levels through the parts of the Writing Test and are scripted at appropriate points in the *Test Administrator's Script*. Check-ins also allow for test administrators to give continual encouragement to students to do their best.
- There are two types of check-ins on the Writing Test: whole-group and individual. Both types of check-ins are scripted. The check-in procedure is reviewed for the students in the practice session preceding the test.

Whole-group check-ins are scripted before each part of the Tier A Writing Test for every grade level cluster, and before each part of the writing test in all tiers for grades 1-2. During whole-group check-ins, you explain the next part of the test to all the students together, including the sample writing, if applicable. Before allowing students to work independently on the task, you will remind them to stop when they see the stop sign, which is at the end of the task. When the time estimated in the script has passed, you will check in again with the students, according to the script. If all students have completed the part before the estimated time, you may move on to the next part with the students, or, if already on the last part, finish the test according to the script.

For **individual check-ins**, students raise their hands when they arrive at a stop sign. You circulate the room, checking to see that students have completed the part. You then instruct them to go on (or to stop if completing the last part of the Writing Test). Individual check-ins occur after each part of the Tier B and Tier C Writing Tests for grades 3-12.

- Because students work at their own pace on the Tier B and Tier C Writing Tests, the time students spend on each task will vary somewhat. Although each part is not individually timed, timing guidelines are provided and students should be monitored and encouraged to keep pace. In particular, they should have enough time to do their best on the longest task at the end. The scripts provide guidance on how to encourage students to pace their writing to respond to each task. A sample from the Test Administrator's Script for Grades 9-12 follows.

Monitoring the Test

Keep track of the time. In Tiers B and C students should spend about 10 minutes on Part A, 20 minutes on Part B, and about 30 minutes on Part C.

When students raise their hands, check with each one individually to make sure that they have completed the writing task. Quietly ask them if they have gone back to the questions and checked their writing. If they have checked their writing, say:

O.K. You may go on. Turn the page.

After 10 minutes and 30 minutes, circulate the room to monitor students' progress.

If students are still working on the part to be completed within this time period, gently ask each student individually: ***Are you close to finishing this part?***

If necessary, you can prompt students who are lagging by saying: ***Make sure you save enough time for the other parts.***

- In the event the student seems surprised by the amount of space provided for writing, advise the student to follow the directions regarding the amount of writing he/she needs to produce, and assure the student that the space is there only if needed.
- If students have extra time after completing a writing task, they can go back to check and revise/add to their response or to a previous writing task. If students completely finish earlier than the allotted hour and cannot be dismissed from the session, assign them to read supplementary materials.
- Test administrators are required to follow the Test Administrator's script exactly. The script will guide the administrator what prompts to read aloud to the students.
- The scripted text for ending the Writing Test is in the *Test Administrator's Script*.

Organization of the Writing Test

- The organization and time guidelines of the Writing Test by task (or "Part") follow:

There are **three** tasks (Parts A, B, and C) on each tier (Tiers A, B, and C) of the Writing Test for all grade levels **except Tier A for Grades 1–2**, which contains **four** tasks. Figures 8, 9, and 10 below show the breakdown of the WIDA English Language Proficiency Standards* assessed on each Writing Test, and the approximate times given for each task, first for grade level cluster 1–2, then for grade level clusters 3–5, 6–8, and 9–12:

*** Abbreviations for WIDA ELP Standards:**

SIL = Social and Instructional Language

LoLA = Language of Language Arts

LoMA = Language of Mathematics

LoSC = Language of Science

LoSS = Language of Social Studies

IT = Integrated Task (LoLA/LoSS/SIL)

Grades 1-2 Writing Tests: Tasks In Tier A			
	Standard	Time	Extra Time
Part A	SIL	5 minutes	Additional five (5) minutes to finish writing may be given to the students at the end of Part D.
Part B	SIL	5 minutes	
Part C	SIL	10 minutes	
Part D	SIL	10 minutes	
Total allowable time – 35 minutes			

Figure 8: Content and Time Guidelines of the Grades 1-2 Writing Tests

Grades 3–5, 6–8, and 9–12 Writing Tests: Tasks In Tier A			
	Standard	Time	Extra Time
Part A	SIL	15 minutes	5 minutes if needed
Part B	LoMA	15 minutes	5 minutes if needed
Part C	LoMA/LoSC	15 minutes	5 minutes if needed
No additional time after the completion of all parts of the test is allowed. Total allowable time – 60 minutes			

Figure 9: Content and Time Guidelines of the Tier A Grades 3-12 Writing Tests

All Grades Writing Tests: Tasks In Tiers B and C			
	Standard	Time	Extra Time
Part A	SIL	10 minutes	Additional five (5) minutes to finish writing may be given to the students at the end of Part C.
Part B	LoMA/LoSC	20 minutes	
Part C	IT (LoLA/LoSS/SIL)	30 minutes	
Total allowable time – 65 minutes			

Figure 10: Content and Time Guidelines of the Tiers B and C All Grades Writing Tests

Scoring of the Writing Test

- Student responses on the Writing Test are centrally rated and scored by MetriTech, Inc. The Test Administrator does not assign any rating to student responses on the Writing Test. However, teachers may find it useful to be aware of the criteria and task-level expectations used in scoring; therefore, the *Writing Rubric of the WIDA Consortium* is included at the end of this section.
- The Writing Tests for grade level clusters 3–5, 6–8, and 9–12 each provide students with a short list of questions they may use to check their writing. These questions are found on the first page of the Writing Tests. Guiding students through the questions is scripted in the *Test Administrator's Script*.

Additional notes about the scoring of the Writing Test:

- Responses are scored for the student's **general communicative ability in writing** as addressed in the WIDA English Language Proficiency Standards. Raters first assign an overall proficiency score (from 1 to 6 based on the rubric's criteria) for the response. They then consider whether the response shows a strength or weakness in one of the three criteria: linguistic complexity, vocabulary usage, and/or language control. See both the *Writing Rubric of the WIDA Consortium* (Figure 11) and the *Performance Definitions* (Figure 2). For example, a student's writing could overall be rated as 3, while the use of specific vocabulary could rise to a 4. Therefore, the paper would receive a score of 3 overall, which is derived from the specific criteria scores of 3 for linguistic complexity, 4 for vocabulary usage, and 3 for language control (3-4-3). Please note that scores on the individual criteria may not be more than 1 below or above the general score and that no more than 1 criteria score may be raised or lowered to represent a particular strength or weakness.
- Student **responses are considered first drafts** produced under standard testing conditions. Students are not expected to replicate all stages of the writing process they may complete in the classroom, which may include brainstorming, outlining, drafting, revising, editing, publishing, and other steps, spanning days or weeks. Students are asked to produce their best on-topic response to the task, at the level of a first draft, within the time allotted. Space for planning is provided for Tier C tasks, but only writing in the lined space is scored.
- Students should **address each task completely**; however, the exact quantity of sentences written is not a scoring criterion. For example, if the prompt recommends writing a range of 6–8 sentences, and students address the task fully in five (5) sentences, the evaluation of the quality of student work will not be affected. Also, if time expires and students must leave their last portion of writing unfinished, the rating of the quality of the response is not automatically affected. For instance, if a student is not able to finish writing a final sentence because 65 minutes of writing time has elapsed and the Test Administrator has instructed students to stop writing, the student will not be penalized for having an incomplete final sentence. Again, the ACCESS for ELLs Writing Test assesses students' overall communicative ability in writing in English.

Remember! For the Writing Test:

The Writing Test is designed to take approximately 60 minutes, or 30 minutes in Tier A in grades 1-2. If needed, test administrators may allow students up to an additional five (5) minutes to finish writing beyond the 60 or 30 minutes allocated, for a total writing time of 65 or 35 minutes.

- Follow the *Test Administrator's Script* exactly.
- Whole-group and individual "check-ins" are indicated by stop-sign symbols in the test books.
- For tasks that contain a sample, the time it takes to explain the sample writing is included in the overall time allocated for the Writing Test.
- Monitor students periodically, encouraging them to keep pace so they have the opportunity to do their best on the longer task at the end (Tier B and Tier C Writing Tests).
- Responses are scored for the student's general communicative ability in writing in English.
- Student responses are considered **first drafts**.
- Students should address each task completely; however, the number of sentences or paragraphs written is not a scoring criterion.

Writing Rubric of the WIDA® Consortium*			
Grades 1-12			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching	A variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization.	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.	Has reached comparability to that of English proficient peers functioning at the “proficient” level in statewide assessments.
5 Bridging	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization.	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.
4 Expanding	A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect an interlanguage effect.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
1 Entering	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.
* Note: Raters at MetriTech, Inc., use this rubric to rate responses on the ACCESS for ELLs® test. Teachers and test administrators in WIDA® Consortium states use it with the W-APT™ and formative/classroom assessment.			

Figure 11: Writing Rubric of the WIDA Consortium

Section 6: Speaking Test Administration

NOTE: The Speaking Test is the only portion of ACCESS for ELLs that the Test Administrator scores. Anyone who administers the ACCESS for ELLs Speaking Test must complete the Speaking Test module of the online ACCESS for ELLs Test Administration Training and the accompanying quiz. The training is focused on developing your ability to conduct the test using standard testing procedures and to score the test reliably.

Overview of the Speaking Test

The ACCESS for ELLs Speaking Test encourages English language learners to demonstrate their general communicative ability in speaking across the WIDA English Language Proficiency Standards through a set of tasks.

The ACCESS for ELLs Speaking Test is **individually administered** to students in an interview format. The test administrator asks questions that are progressively more demanding linguistically until the student reaches a level at which he/she is no longer able to meet the language demands of the questions. The Speaking Test is designed to take up to 15 minutes per student, but the actual time will depend on the number of questions you ask the students. You rate student responses as they are given according to the expectations defined in the *Speaking Rubric of the WIDA Consortium* (see Figure 13 on page 63).

Organization of the Speaking Test

As with the WIDA ELP Standards, the ACCESS for ELLs Speaking Test is divided into the four grade-level clusters: 1–2, 3–5, 6–8, and 9–12. Note that there are **no tiers** (A, B, or C) for the Speaking Test, only one test per grade-level cluster.

Speaking tasks on the ACCESS for ELLs Speaking Test are contained within **three parts**—A, B, and C. As in other domains of ACCESS for ELLs, tasks on the Speaking Test are grouped thematically. In the interest of shortening administration time, two of the three tasks on the Speaking Test, Parts B and C, address two WIDA ELP Standards each, as follows:

Part A: Social and Instructional Language

Part B: Language of Language Arts and Language of Social Studies

Part C: Language of Mathematics and Language of Science

Part A, which assesses Social and Instructional Language, contains only three tasks: one each at levels 1, 2, and 3. Parts B and C, which test the language of the content areas, contain five tasks each, one at each proficiency level. Figure 12 shows the breakdown of standards, tasks, and levels assessed on each part of the Speaking Test.

In all, the Speaking Test contains thirteen individual tasks across the three parts. Each task, identified by the letter “T,” is associated with a proficiency level (1, 2, 3, 4, or 5) from the WIDA ELP Standards. “T1,” for example, refers to a task at proficiency level 1. Each task typically includes several questions, identified in the script with the letter “Q” followed by a number, for example, “Q1,” “Q2,” etc.

Part	Standard(s)	Task 1	Task 2	Task 3	Task 4	Task 5
A	Social and Instructional Language	Level 1	Level 2	Level 3	(none)	(none)
B	Language of Language Arts, Language of Social Studies	Level 1	Level 2	Level 3	Level 4	Level 5
C	Language of Math, Language of Science	Level 1	Level 2	Level 3	Level 4	Level 5

Figure 12: Speaking tasks by part, standard, and level

Speaking Test Materials

To administer the Speaking Test, you will need:

- Speaking Test Booklet (contains picture cue and script);
- Student Response Booklet turned to the Speaking Test Scoring Sheet located on the last page of the booklet;
- A copy of the *Speaking Rubric of the WIDA Consortium*; and
- At least one sharpened pencil to mark student scores.

Speaking Test Administration Procedures

Preparing for Test Administration

Test in a quiet room free of distractions from other students not taking the test. The ideal set-up is a rectangular table at which you sit at a right angle to the student. Place the Speaking Test booklet between you and the student and spread out the base to form a tent. Turn the page so that you are looking at the Warm-up page and the student is looking at the blank page on the reverse side of the tent. Have the rubric and the Scoring Sheet directly in front of you.

General Administration Procedures for the Speaking Test

Test administration is standardized and all test folders are scripted. You should read each item as scripted. Never use another language when administering the test, and never write out scripted parts of the test for the student.

In part because the Speaking Test is administered one-on-one, it is especially important that you **set a positive tone for the student**. The Warm-up scripts specify three ways you might create a welcoming environment, but you should greet students as naturally as possible in accord with whether and how well you know them.

You should also **maintain the flow of the test**. While you should keep the test moving at a steady pace, do speak slowly and clearly, but as naturally as you would in class or in conversation with the student. The more familiar you are with the script, the more smoothly the test will flow. To help the test flow more smoothly, you should practice the Speaking Test ahead of time to become familiar with the script.

You should **flip the pages of the test booklet yourself** unless otherwise indicated. When a picture is repeated (cued to you with a note that says, “Note: Picture is repeated for student”), it is a good idea to tell students, “This is the same picture.” This way, they do not have to expend effort studying the picture again.

You may give the student **nonjudgmental, positive reinforcement**, saying, for example, “Good,” “O.K.,” etc. Examples of appropriate reinforcement can be heard in the sound files in the ACCESS for ELLs Test Administrator Training Course. These comments, though positive in tone, should not be evaluative. That is, you should not use phrases such as, “You answered that really well,” or “Good answer,” or “That’s right.”

It is important that test takers leave the test **feeling positive** about their experience. Therefore, if students attempt a task but are unable to complete it, you may ask them a less challenging question related to the task, even though your question is not scripted. For example, if students cannot explain what makes someone a leader or hero, you may ask them a simpler, unscripted question. In this way, you help the students feel a bit more successful about their test-taking experience. When rehearsing the script for the Speaking Test, you should think about how you might phrase such questions. Questions that are unscripted are never scored.

The student may occasionally ask you to repeat a question. Unlike the rules for the Listening Test, **repeating a question one time is acceptable**. There are also rephrasing options contained in the script. Follow only the acceptable rephrasing options as outlined in the script. If the student asks a procedural question, you should answer it, but keep answers to the student’s questions as short and succinct as possible. For example, if a student asks a question: “What is your favorite activity?” and the student asks, “At home or at school?” you might respond, “Any activity.” Such a reply keeps your answer short, and opens up, rather than limits, the student’s options regarding how to respond. The same applies when answering a question that was deliberately elicited in the task or one that is inserted to “check-in” with the student after you have spoken at length.

If a **student asks for an explanation** of some word or phrase in a task statement, check to make sure that the student understood your pronunciation of the word or phrase. If pronunciation is not an issue, then you should deflect the question by suggesting that the student try to respond based on what they do understand of the question. Providing explanation or definition of a term provides a particular student with an advantage over other students and jeopardizes the standardization procedures.

Because the test is adaptive, you will **evaluate and score student responses immediately after the student gives a response**. Always be sure to record a score before advancing to the next task. While the task-level expectations in the Speaking Test Rubric may be used as a reference throughout the Speaking Test, you should have substantially internalized the expectations at each proficiency level prior to giving the test.

Reading the Speaking Scripts

When administering the Speaking Test, read aloud any text that appears in boldface type in the script. Do not read any directives that are not in boldface type, such as “Point to xxx,” or any other instructions intended to guide the administration, such as, “If necessary”. Some words may be underlined for emphasis, in which case you should adjust your intonation accordingly.

When the script presents alternative readings for a question, these alternatives will be linked with the word using the notation (OR); for example, “Can you tell me anything else?” (OR) “Can you give me more details?” In these cases, choose the reading most in keeping with the student’s previous responses. You may also use more than one of these alternatives as the occasion demands.

A question that is marked as “If necessary” is intended to be asked only if the student’s responses to previous questions leave you in some doubt about what score to give. Do not ask “If necessary” questions if you have no doubt about what score the child earned from the responses to previous questions in the task; that is, if you already have enough information to score the response.

In some numbered questions, you may see the questions phrased as, “What do you like about ____?” (OR) “What’s interesting about ____?” In such cases, the underscored gap in the question is intended to be filled in with a word or phrase the student has mentioned in response to one of the preceding questions in that task. For instance, if the student responded to the question, “What’s your favorite food?” with “spaghetti,” then you would fill in the blank in the following question with, “What do you like about spaghetti?”

Scoring the Speaking Test

In this section, you will learn the basic procedures for scoring the Speaking Test. First, you will be introduced to the criteria for the Performance Definitions, on which the *Speaking Rubric of the WIDA Consortium* is based. Then you will learn how to interpret the Rubric and the Scoring Scale, and finally come to understand the rules for navigating items in the test based on your ratings of student responses. In a later section, the rationale will be more fully developed through a set of examples.

Criteria for Rating the Proficiency Level of Responses

The WIDA ELP Standards recognize and measure language proficiency on a scale of six (6) levels. Each of these levels defines a particular constellation of language skills. The Performance Definitions discussed previously in this manual are based on three criteria, as described below.

Linguistic Complexity: Extent of functional discourse, where *discourse* refers to both the quantity and organization of the *information* included in a response—How much language can the student produce in a range of different communication modes; for example, in answering questions, in telling a narrative, in describing events and processes? How well organized is the information contained in the response, that is, does it show the kind of cohesion that a listener would need in order to process and understand the student’s meaning?

In the Performance Definitions of the WIDA ELP Standards, linguistic complexity ranges from “words, phrases, or chunks of language” at level 1 to “a variety of sentence lengths of varying linguistic complexity in extended oral discourse” at level 5. Linguistic complexity, again, refers to the quantity of language produced, as well as the way that language is organized.

Vocabulary Usage: Comprehension and use of the technical vocabulary of the content areas, where *technical vocabulary* refers to the use of words typically learned in an academic context; for example, the specialized language of math, science, or social studies needed to discuss coherently the processes and facts of these areas—How much technical vocabulary and what sort of vocabulary does the student control? Does the student have the linguistic means of producing technical vocabulary? For example, does the student have a command of the processes used to form nouns ending in “-tion” or “-ment” from verbs (e.g., “resolution” from “resolve;” “government” from “govern”) and so on?

In the Performance Definitions, vocabulary usage ranges from “general language related to the content areas” at level 2, through “specific language of the content areas” at levels 3 and 4, to “the technical language of the content areas” at level 5. Vocabulary usage is considered an aspect of the quality of the response.

Language Control: Comprehension and use of phonological, syntactic, and semantic structure and rules, where *phonological* refers to the rules of the language that control how sounds are produced and that typically affect spoken accent; syntactic refers to the rules that govern agreement between words in a sentence (e.g., “serves” vs. “serve” when used with a third-person subject), or how entire words are assembled into phrases and sentences (e.g., “When did you go?” rather than “When you did go?”); and *semantic* refers to rules that control the appropriate use of words in context (e.g., “It dropped on the floor” rather than “It dropped in the floor.”) How accurate, automatic, and fluent is the student’s language? The more accurate, automatic, and fluent it is, the more likely the listener will comprehend the student’s speech without having to infer meaning.

Language control at level 1 is characterized by oral language containing “phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands” and similarly simple language. At level 2, these errors often impede the meaning of the communication when presented with slightly less basic language, such as one-step or multiple-step commands and direct questions. As students acquire English, language control improves so that at level 4 it appears as “minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication” and at level 5 as “approaching comparability to that of English-proficient peers”. Language control is one aspect of the *quality* of the student’s speech.

Using the Speaking Rubric

The full set of expectations at each of the five WIDA proficiency levels and for each of the three criteria is contained in the *Speaking Rubric of the WIDA Consortium* (Figure 13), shown in the following table. You should study the rubric carefully and thoroughly so that you clearly understand each of the requirements for speech demonstrating proficiency at each of the different levels. Ideally, you will internalize the rubric and not need to refer to it often during test administration.

Training on the rubric is best done by listening to the speech samples available on the online training course (www.wida.us), watching the Grades 1-12 ACCESS for ELLs training video, or in a face-to-face training arranged by your ACCESS for ELLs testing coordinator. Each sample presents a task targeted at a particular proficiency level. As you listen to the task and to the students’ responses, study the row of the chart that describes the expectations for the task. Listen carefully to the responses, and evaluate

them against the descriptions. You should then check the rationales provided for each sample to better understand how a “master rater” assigned a particular score.

New for the Speaking Test in 2010–2011:

For extra assistance, a short description of the language you should expect from the student is included in the script on the 2010-2011 Speaking Test. At the end of Speaking Test questions, a box labeled “EXPECT” provides general guidance to test administrators as to the speech they should expect students to produce at a given level of the test. The “EXPECT” box contains just a short summary. Please refer to the complete task-level expectations in the Speaking Rubric before administering the test.

Speaking Rubric of the WIDA® Consortium			
Task-level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases, or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic, or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying Linguistic Complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic, or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying Linguistic Complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Figure 13: Speaking Rubric of the WIDA Consortium

Further Discussion of Criteria and Scoring Scale

In further considering the criteria within the rubric—linguistic complexity, vocabulary usage, and language control—consider “normal” dialogue, in which a speaker may ask a listener a question. The listener then exchanges roles with the speaker and responds to the question. The original speaker expects that his or her question will get some kind of response, which can be described in terms of each of the three criteria above. That is, he or she might expect that the answer will be short, contain only simple vocabulary, and will not violate any linguistic rules. Of course, if the response is very short, it will be difficult for it to display many rules of the language, so even a low proficiency responder may be able to demonstrate enough proficiency to give a satisfactory response. If so, then we would say the responder meets the questioner’s expectations for the response.

The WIDA *Speaking Test Scoring Scale* (Figure 14), presents all possible ratings of the student’s response, —linguistic complexity, vocabulary usage, and language control, as shown in the *Speaking Rubric of the WIDA Consortium*. **The basic scoring rule requires that the student’s response must meet the expectations for all three criteria.** If the response does not meet all three criteria, the response will be scored as Approaches, even if it does meet one or two of the three. Notice too, that a response can exceed expectations. In this case, the response meets all three criteria, but goes beyond what we would expect in one, two, or three of the criteria.

Note that the expectations are specified in terms of meeting both *quantity* and *quality* requirements for each of the three criteria. For instance, in terms of the technical vocabulary criterion, we would expect for a question with high proficiency expectations that the student response show more than one instance of technical vocabulary and that the vocabulary used be appropriate to the context. When comparing the two responses—“George Washington expected that the Declaration of Independence would change the way the new states would govern their populations,” and “George Washington knew that states would do things different. The people would change”—we see in the first response an appropriate quantity and quality of technical vocabulary for meeting expectations at a high proficiency level. The second response, even though perfectly comprehensible, lacks evidence of technical vocabulary sufficient to meet anything above mid-proficiency level expectations.

ACCESS for ELLs® Speaking Test Scoring Sheet					
Exceeds	Meets	?	Approaches	No Response	Not Administered

Figure 14: Speaking Test Scoring Scale

How to Navigate the Speaking Test Based on Scoring

This section provides guidance on how to navigate the Speaking Test based on your ratings of student responses. After the Warm-up, begin the Speaking Test by administering the Part A Task 1 (T1) Question 1 (Q1). Remember that the number following the “T” indicates the expectation level of the question as outlined in the rubric. For Task 1 (T1), then, you would focus on the level 1 row of the rubric. If the student’s response meets the proficiency level 1 expectations of this task, then administer Task 2 (T2), which sets up expectations for proficiency level 2. For T2, of course, you would focus on the second row, level 2, of the rubric. **Note:** It is required to administer at least one task (T1) in each part.

In general, if a student's response does not meet expectations on any task of a part of the test, you should discontinue that part and move to the next part of the test. If you are already at the last part, you should end the test. For example, if you are administering Task 2 (T2) in part B and the student's response does not meet the expectations for a level 2 task, do not administer T3 in that part. Go to Task 1 (T1) in Part C.

Figure 15 shows the possible routes you can take through the thirteen questions in order to get to the end of the test.

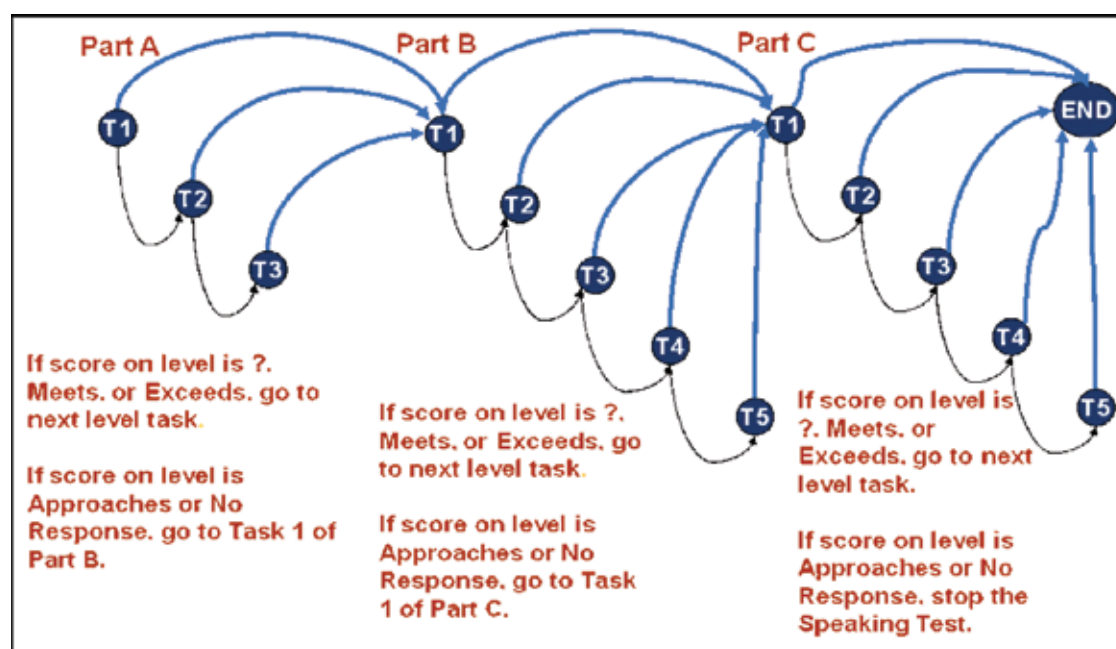


Figure 15: Possible Speaking Test routes

If a task has several main questions, only one need be answered appropriately to meet expectations, provided that one answer demonstrates the expected **quality** and **quantity** of language. You must, however, ask all questions in the task, except those marked "If necessary." Administer the "If necessary" questions only if there is some uncertainty about the rating up to that point. In some of the high level tasks, particularly at levels 4 and 5, some of the initial questions are lead-in questions. The purpose of these questions is to establish a context for the main question, which might be the last one in the task series. Make sure that your ratings on these tasks are based only on the main question, not the lead-ins.

The answers to all questions in a task are evaluated together **holistically** when making a judgment about the student's performance on a given task. This judgment then determines which task is administered next, according to the previous model. Another way of saying this is that you do not give individual scores for each of the criteria. Synthesize a global picture of the response to a task and assign it a single score.

To end the test, turn to the Wind-down section in the script and carry out the instructions there.

Further Information on Task-Level Expectations

In order to administer and score the ACCESS for ELLs Speaking Test, it is crucial to gain a thorough understanding of the Performance Definitions for each of the proficiency levels and to internalize the Speaking Rubric of the WIDA Consortium. Remember that each task on the ACCESS for ELLs Speaking Test is targeted to one of the first five proficiency levels on the WIDA scale, and that the questions asked during that task set up for students an opportunity to produce a speech sample that meets the expectations of the level. To better understand how the task demands themselves are related to the response, study the following list of level expectations, which describes how questions aimed at different levels are framed.

Expectations at Level 1: Entering

Tasks on the Speaking Test targeted at level 1 generally require students to “identify,” “give examples,” or respond to simple WH questions. Tasks elicit performances that are reactive, in the sense that students respond directly to questions typically tied into a visual stimulus. There is little requirement for students to give open-ended or even slightly extended responses.

Expectations at Level 2: Beginning

Tasks on the Speaking Test targeted at level 2 generally require students to “describe,” “tell,” “restate,” “give examples,” or ask and respond to questions regarding preferences. Tasks at this level are generally display questions (students are asked to provide information that is given in the pictures), though some allow for students to draw on information from personal experience. Tasks require students to give short open-ended responses that are generally longer than one word.

Expectations at Level 3: Developing

Tasks on the Speaking Test targeted at level 3 generally require students to “describe,” “give examples,” “compare/contrast,” or ask WH-questions. Tasks require students to draw information from visual stimuli or personal experience. Tasks at this level are open-ended and generally require one or two sentences in response. Single words or disjointed phrases are not adequate to perform level 3 tasks completely.

Expectations at Level 4: Expanding

Tasks on the Speaking Test targeted at level 4 generally require students to “explain,” “discuss,” “predict,” or ask and respond to questions. Tasks generally elicit performances for which the basic information may be provided in a visual stimulus, though the task requires students to move beyond the picture. Tasks at this level require the student to provide extended oral responses that show evidence of cohesion needed for the listener to understand the structure of the response.

Expectations at Level 5: Bridging

Tasks on the Speaking Test targeted at level 5 generally require students to “explain,” “analyze,” “justify,” or create impromptu speeches. Tasks elicit performances that move beyond visual stimuli and are typically tied to grade-level material. Tasks at this level require students to provide extended oral responses of multiple complex sentences, where each idea is joined appropriately to the last thought, is

well formed internally, and is expressed clearly in grade-level speech. In addition, the responses must exhibit a high degree of fluency.

Matched Tasks and Responses by Level

In the following contrived example, prototype tasks and responses are organized by proficiency level to show how complexity increases from one level to the next.

	Level 1	Level 2	Level 3	Level 4	Level 5
Task Statement/ Question	Who is this? What is this? What are they doing?	What is happening in this picture?	How are a telephone and a computer similar?	Tell me about how you think people will communicate with each other in the future.	Tell me about how your invention might change the way people live.
Student Response	A boy. A telephone. Talking.	They are working. He is using the computer.	People can communicate with them and they both have numbers on them.	People will probably use video cell phones in the future. That's like having a computer and a telephone together. You can see the person and talk to him/her at the same time.	I think a video cell phone might help people connect with other people who live in a different part of the world. If you have family overseas and you can't visit them very often, you could use the video phone to keep in touch face to face. You wouldn't have to travel so much and it might be cheaper.
Linguistic Complexity	Single words	Short phrases or sentences	Simple conjoined sentences with descriptors and some use of sentence cohesion	Extended discourse showing topic development, cohesion, and specialized vocabulary	Extended discourse developing multiple related and connected topics and use of advanced vocabulary

Figure 16: Examples of Speaking Test levels one through five

Notice how in this set of examples, the questions themselves act as prompts to determine the extent and kind of language the interviewer expects. This is what is meant by the question being targeted at a specific proficiency level. The volume, organization, and complexity of the responses themselves increase with the demands of the question. You will also notice that the questions form part of an extended interview. The Speaking Test uses a similar strategy to link and bind questions at different levels using the context of a single content-based theme.

In-Depth Explanation of Ratings

After each task, you make a qualitative judgment about the student's performance on that task.

NOTE: ACCESS for ELLs test administrators do not give quantitative scores on the WIDA scale about a student's speaking performance in grades 1-12. Instead, they assign the qualitative ratings discussed below. Numeric scores on the test are assigned by MetriTech.

Qualitative judgments consist of the following possible ratings: **Exceeds**, **Meets**, **Approaches**, and **No Response**. Student performances on speaking tasks are scored on a common scoring scale. The scoring scale relates to how well student responses demonstrate meeting the corresponding task-level expectations. When applying the Speaking Test Scoring Scale, be sure to keep in mind the following general task-level expectations.

When you train yourself on the scale, you are aiming at *calibrating* your rating with the ratings an expert rater would give. Calibration is a term that implies consistency and reliability in rating. Further implications are that, as a calibrated rater, you would always rate the same sample in the same way and that your successive ratings would not show any tendency to *drift*. Drift occurs when ratings of later samples are influenced by ratings of earlier samples. For example, if many of your early samples barely approach expectations, you might begin to lower your expectations of the *Meets* level. In short, calibration means you have a sure and unwavering understanding of what a level 1 performance means versus a level 2, and so on.

Exceeds

A performance meriting a score of *Exceeds* clearly exceeds the performance expectations of the task-level. It will show evidence of meeting at least some of the task-level expectations for tasks at a higher level. For example, a score of *Exceeds* would be assigned to a level 1 task when a student's response meets at least some of the expectations for a response to a task at level 2 or above, as well as meeting *all* of the expectations for level 1. Evidence for *Exceeds* might show itself in the following kinds of responses.

- The task has presented little language challenge to the student.
- The student meets task expectations with ease and facility; the performance provides clear evidence that it exceeds expectations in *quantity* (i.e., the extent of discourse produced) **and/or** in *quality* (i.e., vocabulary usage and/or control of the language).
- The student gives a performance that leaves no doubt about his or her ability to understand and meet (with a score of *Meets*) or exceed (with a score of *Exceeds*) the expectations of the task at the next higher level.

It is also important to think of the *Exceeds* rating as primarily a calibration tool, allowing you to recognize speech performance that goes beyond the baseline requirements of a particular level. Samples that score *Exceeds* do not earn any extra credit toward the final numeric score the student receives on a test. In other words, a score of *Exceeds* and a score of *Meets* receive the same quantitative score.

Meets

This score is the **expected score** for each performance. In other words, when a task is administered to a student, it is expected that the performance on the task will meet (rather than exceed) the task-level expectations.

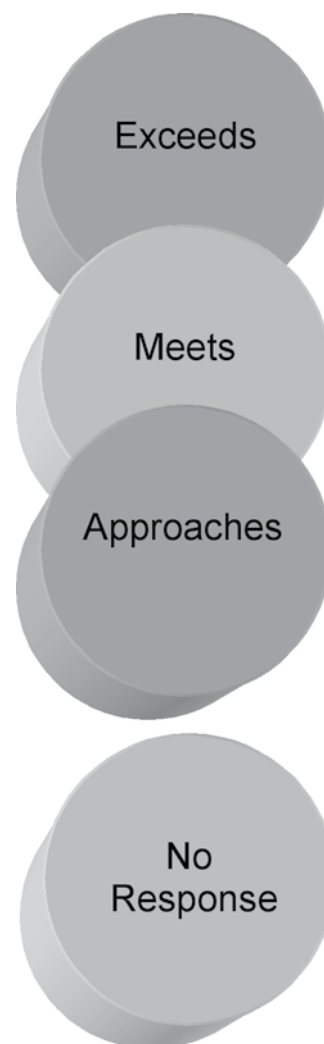
- A performance meriting a score of *Meets* satisfies the performance expectations of the task level for quantity (i.e., the type of discourse produced) and quality, both in terms of vocabulary usage and control of the language. It may satisfy the requirements of the level only minimally, and lack the ease and facility seen in a performance meriting a score of *Exceeds*, but still meets all criteria for the level.
- The student gives a performance that leaves little doubt that he or she would be able to understand and attempt a response to the task at the next higher level.
- A score of *Meets* on the current task signifies that you should administer the task at the next higher level. The gray area in assigning a score of *Meets* or *Exceeds* is addressed on the following pages.

A native speaker of English is not necessarily expected to score *Exceeds* on every task. A score of *Exceeds* may be expected on level 1, 2, or 3 tasks which are relatively unchallenging linguistically. However, remember that because a score of *Exceeds* indicates that the task is too easy for the student, a native speaker may well only receive a score of *Meets* on tasks at levels 4 and 5. Recall that both scores of *Meets* and *Exceeds* indicate acceptable levels of performance on the task-level expectations. A native speaker would not be expected to receive a score of *Approaches* or *No Response* on any task, although it is possible.

Approaches

A performance meriting a score of *Approaches* fails to meet the performance expectations of the task-level in one or more of the rating criteria.

- Although the student provides a response, there is clear evidence that the demands of the task are too challenging for the student's currently available linguistic resources. This challenge may be evidenced by:
 - misunderstanding the task instructions,
 - excessive hesitancy in giving a response,
 - groping for vocabulary and structure,
 - clear vocabulary deficiencies,
 - silently translating the English questions into the native language, or
 - brief answers when more extended responses are expected.



- In light of the task-level expectations, the performance is deficient in quantity (i.e., the type of discourse produced) and/or in quality (i.e., vocabulary usage and/or control of the language).
- The student gives a performance providing evidence that he or she could not give a response on the task at the next higher level that would merit a score of *Meets* (i.e., that would meet its task-level expectations). Thus, the student should be directed to the first task in the next part.

Note: it is very rare, though not impossible, for a student to score “Approaches” at T1. By the time the annual ACCESS for ELLs test is given in the school year, almost every child can say at least some words in English, with the language complexity and control expected at level 1, as described in the rubric.

No Response

A performance merits a score of *No Response* when:

- there is no response,
- the response is incomprehensible,
- the student has not been able to understand the task,
- the response evokes an “I don’t know,” or
- the performance is not ratable for any other reason (e.g., it was produced in a language other than English).

Gray Area Scoring Tips

You should reasonably expect that student performances will sometimes straddle the boundary between two scoring points on the rubric. Student performances arrange themselves on a continuum along the rating scale, and some performances may be harder to unambiguously assign a rating to than others. The training speech samples in the online course and in face-to-face test administrator trainings will give you an opportunity to practice with performances that fall into these gray areas. Below, though, are some tips to help you decide how to make appropriate decisions when faced with performances that do not so clearly show themselves as benchmark examples.

Exceeds or Meets?

Remember that the **expected** performance level is a score of *Meets*, not *Exceeds*. Reserve a score of *Exceeds* for when there is clear indication the task demands are, linguistically speaking, **too easy** for the student. The student’s available linguistic resources are clearly not being challenged by the task and the performance **exceeds** task-level expectations. This will most likely be evident on tasks at levels 1 and 2 for students who are able to respond to tasks at levels 4 and 5. A score of *Exceeds* would be rarer on tasks at levels 3, 4, and 5. This is because, in order to simply **meet** task-level expectations (or score *Meets*) at those levels, there are already high demands on discourse type, vocabulary usage, and language control.

Since a score of *Meets* is the **expected** score for a performance that meets task-level expectations, assign a score of *Meets* unless there is clear evidence that the task was too easy and the performance exceeded task-level expectations. If that is the case, assign a score of *Exceeds*. For example, if asked “What is this?” (pointing to a pen), the student responds, “pen,” the response meets expectations. If a student responds, “It’s a ballpoint pen,” the response exceeds expectations.

Meets or Approaches?

At times the student's performance may appear to meet the task-level expectations in such a minimal manner that you may be unsure whether to assign a score of *Meets* or a score of *Approaches*. **If in doubt between a score of *Meets* or *Approaches*, you can mark in the center column below the question mark (?) on the score sheet and administer the next task.**

If, after you've marked the question-mark column for a particular task, the student gives a performance that meets the task-level expectations on the task at the next (higher) level, you should:

1. assign that task a score of *Meets*,
2. go back and assign the task previously scored a question mark a score of *Meets*, and
3. erase the X under the question mark (though it won't affect the score if you leave it there).

If the student gives a performance that very clearly fails to meet the task-level expectations on the next task, it is most likely that the performance was also deficient on the previous task. Assign the current task a score of *Approaches* or *No Response* as appropriate; go back and assign the task in question a score of *Approaches*; and erase the mark under the question mark.

A rating of question mark (?) may NOT be assigned to two consecutive tasks. After administering the task that follows the one with the rating of question mark (?), the rater must go back and change the score on the previous task to *Meets* or *Approaches*. A temporary rating of question mark (?) may be assigned to any task **except the last task in each part** of the speaking test. If a student has reached the last task in the part, i.e. T3 in Part A, or T5 in Parts B and C, a score of *Meets* or *Approaches* must be assigned to this task. Thus, on the last task of each part, the test administrator must commit to a rating before moving on to the next part of the test.

Approaches or No Response?

There is essentially no overlap between these two ratings. A *No Response* rating indicates that the student has basically no functional ability in oral English. Usually, he or she will not be able to understand the task directions clearly, or his or her acquisition of English is so minimal at this point that his or her linguistic resources are over-extended. A score of *No Response* should also be assigned to performances using "I don't know," or performances given in a language other than English. Note that if a student does offer a response in a language other than English, you can prompt him or her by saying, "Can you say that in English?" If the student still cannot provide a response in English, assign a score of *No Response*.

A performance meriting a score of *Approaches* indicates that the student has acquired enough English to at least partially understand the task directions and make an attempt at a response. In other words, though understanding may not be complete, his or her linguistic resources are sufficient to demonstrate an attempt at an appropriate, comprehensible response. This means that if there is any evidence in the performance that the student has responded to the task in a comprehensible and appropriate manner, the response merits a score of *Approaches*, even though it may fall far short of meeting the task-level expectations.

Not Administered

In order to process a student's score report correctly, it is necessary that you provide a score for every task. Remember that **it is required to administer at least one task (T1) in each part**. If you do not administer a task to a student, mark the column that says *Not Administered*. A task may be marked "not administered" because

- the student's response to a previous task did not receive a minimum score of *Meets* (in other words, the task is rated *Approaches* or *No Response*), so the remaining tasks in that part are not administered to the student; or
- the Speaking Test is discontinued for any reason other than the student has reached a ceiling within that part of the Speaking Test (e.g., student becomes ill).

Make sure that you mark a bubble on the Scoring Sheet for each task.

Speaking Test Scoring Sheet

Test administrators apply the scoring procedures outlined in this section to rate student responses on the Speaking Test. To mark student responses, test administrators use the ACCESS for ELLs Speaking Test Scoring Sheet located at the back of the *Student Response Booklet*. Figure 17 shows a completed example of the Scoring Sheet. (Also provided on the Scoring Sheet is the Speaking Test Scoring Scale discussed previously in this section and shown in Figure 14.)

ACCESS for ELLs® Speaking Test Scoring Sheet							
	Exceeds	Meets	?	Approaches	No Response	Not Administered	
Part A							
T1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
T2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
T3	<input type="radio"/>	<input checked="" type="radio"/>	NA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Part B							
T1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
T2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
T3	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
T4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
T5	<input type="radio"/>	<input type="radio"/>	NA	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
Part C							
T1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
T2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
T3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
T4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
T5	<input type="radio"/>	<input type="radio"/>	NA	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	

Figure 17: Example ACCESS for ELLs Speaking Test Scoring Sheet

In this sample Speaking Test Scoring Sheet, note that the test administrator correctly marked a bubble for each task. In Part A, Task 1 (T1), the student’s response earned a score of Exceeds, so the test administrator proceeded to T2. At T2, the test administrator rated the response Meets, and continued to the next level, T3, the last task in Part A. In Part B, the response scored Exceeds at T1, so the test administrator gave the T2 task. At that level, and at T3, the response was rated as Meets. At T4, however, the response only Approaches expectations for the level. The test administrator determined that the response fell short of meeting level 4 expectations in one or more of the criteria in the rubric. Therefore, the test administrator discontinued Part B after T4, marked the T5 task Not Administered, and proceeded to Part C, T1.

Sample Speaking Test Tasks

In the sample test items below, you see examples of the Social and Instructional Language part of the Speaking Test for grade-level cluster 3–5:

- **Figure 18** shows a level 1 task where the model performance indicator (MPI) is “Respond to WH-questions,”
- **Figure 19** shows a level 2 task with an MPI of “Ask and respond to questions,”
- **Figure 20** shows a level 3 task with a MPI of “Exchange personal information.”

Examine these tasks to clearly understand the expectations associated with the questions in each task. The training samples in the online course provide many other opportunities to develop your skills in becoming an accurate rater.



First let's talk about things people do outside. This is a picture of people in a park. I'm going to ask you some questions about this picture.

Q1: (Point to TREE) **What is this?**

Q2: (Point to BALL) **What is this?**

Q3: (Point to DOG) **What is this?**

Q4: (If necessary) **What else do you see in this picture?** (OR) **What other things do you see in this picture?**

Figure 18: Sample Speaking Task: SI, 3–5, level 1; MPI: Respond to WH- questions



Now listen carefully. I've just asked you some questions about this picture. Now I want you to ask me some questions about it. (OR) Pretend you are the teacher and want to ask me some questions about this picture. For example, you could ask me, "Where are the people?" OK?

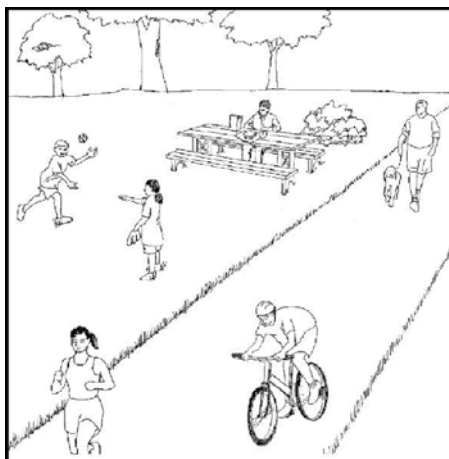
Q1: (Point to BOY ON BIKE) **What do you want to know about him?** (OR) **Ask me a question about him.**

Q2: (Point to PICNIC TABLE) **What do you want to know about this?** (OR) **Ask me a question about this.**

Q3: **What other things do you want to know about this picture?** (OR) **What's another question you can ask me about (anything in) this picture?**

(Answer student's question.)

Figure 19: Sample Speaking Task: SI, 3–5, level 2; MPI: Ask and respond to questions



Now let me tell you something about these students. (Point to CHILDREN PLAYING CATCH) Their names are Alex and Leticia. They like to play catch.

Q1: Do you like to play catch?

Q2: (If “Yes”) What else do you like to do?

Q3: (If “No”) What do you like to do?

Q4: What do you like about _____? (OR) Tell me more/ something about _____.

Figure 20: Sample Speaking Task: SI, 3–5, level 3; MPI: Exchange personal information

Remember! For the Speaking Test:

- The test administrator gives the student the assessment individually. It is designed to take up to 15 minutes.
- It is the only portion of ACCESS for ELLs that the test administrator scores. Anyone who administers the ACCESS for ELLs Speaking Test must complete the Speaking Test module of the online Test Administration Training and the accompanying quiz.
- To maintain the flow of the test, practice the *Test Administrator’s Script* ahead of time.
- There are **no tiers** (A, B, or C), only one test per grade level cluster. Tasks are contained within three parts – A, B, and C.
- The test administrator scores responses immediately after the students give them, using criteria from a rubric. **The basic scoring rule requires that the response satisfy the expectations for *all three criteria in the rubric*** (linguistic complexity, vocabulary usage, and language control) to merit a score of Meets expectations. Scoring is holistic; synthesize a global picture of the response to a task and assign it a single score.
- Repeating a question one time, if asked by the student, is acceptable.
- Ask “If necessary” questions only if you need more information/language from the student to score the response.
- Mark a bubble on the Scoring Sheet for each task.

For additional information on the Speaking Test, refer to the online ACCESS for ELLs Test Administration Training course at www.wida.us.

Questions or Concerns

If you have any questions or concerns about the ACCESS for ELLs test or test administration procedures, please contact the WIDA Help Desk toll free at 1-866-276-7735 or help@wida.us.

Appendix: Glossary of Terms

- **Adapted text**—written text that is based directly on the sample writing provided in the test question, but which shows appropriate changes reflecting the student’s own perspective and thinking.
- **Comprehensible**—generally intelligible; oral or written language is easily understood. Comprehensibility is considered an element of language control.
- **Copied text**—written text that is reproduced exactly from the sample writing provided in the test question.
- **English-proficient peer**—a student in the same age group who was formerly or never classified as an English language learner. This may be a child who has exited ELL services or who is a monolingual English speaker. English-proficient peers serve as the control or basis for comparison of the language of ELLs.
- **Language control**—how well the student demonstrates control of oral or written language to convey meaning. Grammar (syntax), appropriate use of function words, and phonetic control are all intended. Good language control gives the impression of accuracy and comprehensibility. Lack of language control shows as errors in speech or writing that generally impede comprehensibility or give the impression of a lack of fluency.
- **Linguistic complexity**—the quantity of language and level of organization in a student’s oral or written response. Terms related to linguistic complexity include:
 - Cohesion**—oral or written language that through adjectival and phrasal modifiers (e.g., “the broken down car in the driveway”) and/or relative clauses (e.g., “the man who came to dinner”), adds clarity and detail to an oral or written response. The lack of cohesion will make extended discourse sound choppy and disconnected.
 - Simple sentence**—a sentence that consists of a simple subject and predicate only (e.g., “John came home. The dog barked. He was happy.”)
 - Expanded sentence**—a sentence that is developed beyond a simple sentence through dependent or independent clauses. (e.g., “A year is the time that it takes for the earth to go around the sun.”)
 - Phrase/chunk** (of simple language)—words grouped together appropriately that, in themselves, do not form a complete sentence.
- **Mechanical errors**—misspellings and other mistakes related to conventions slips in written response.
- **Original text**—written text that is produced using the student’s own words; original text is not copied or adapted from the sample writing.
- **Phonological errors**—inaccuracies in pronunciation of sounds or words, perhaps due to first language interference or to incorrectly generalizing written language to speech.

- **Syntactic errors**—structural inaccuracies in oral or written language, involving sentence structure and word order (e.g. “Billy came too late home” or “I like play basketball. ”)
- **Vocabulary usage**—how well the student uses the appropriate vocabulary to express meaning in the oral or written response. Terms related to vocabulary usage include:

High frequency vocabulary—vocabulary that is very commonly used in written and oral language for the student’s grade level.

General language—relatively high frequency words that often have very generic meanings and usage within a content area. For example: the word rain, rather than showers; or chair, rather than stool.

Specific language—vocabulary that is more refined, precise, and appropriate in context and that is generally less high frequency than general language. For example: the word regulations instead of rules, in an appropriate context. A lack of specific language is evident when a higher frequency vocabulary word is used where a more specific word would be appropriate in context. This may often lead to a sense of imprecision in the communication or may lead to the child using more words than necessary to make a point.

Technical language—specific terminology associated with the content area, its concepts and topics, used appropriately in the context. Such words may appear scientific or sophisticated. Examples might include the word settlement to describe a colonial village or mitosis to describe cell division or equation to describe a mathematical operation.

- **Word usage errors**—vocabulary inaccuracies, particularly in use of function words (e.g., “Maria went to store.”) or use of word agreement (e.g., “The dog hungry. He eat the big bone. ”)